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ABSTRACT

In response to a 1982 Superior Court order, a centrally developed, sequential program for improving race/human relations in the San Diego City Schools was developed and field tested or implemented during the 1982-83 school year. This systematic evaluation reports on the student program, "Conflict"; the staff program; and baseline data for program goals. Twenty-four selected schools formed a stratified random sample. Twelve treatment group schools taught conflict materials, and 12 comparison group schools taught identity materials or developed their own program. As multiple evaluation methods were used, each report section describes the design, findings, conclusions, and recommendations. Part I, the short-range goals, describes the evaluations of the student program, "Conflict," and the staff developmental program. Part II, the long-range goals (baseline year), reports on racial mixing and quality of interactions through school observations, student participation in school activities and leadership positions, interviews with administrators about institutional procedures, student suspensions, student and staff perception of justice and fairness at the school, and student career goals. Part III discusses findings, conclusions, and recommendations for both the race/human relations program and the evaluative procedures. Fifteen appendices contain the student and staff surveys, the racial relations assessment form, career planning inventories, interview questions, and data on suspensions. (BS)

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San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

REPORT OF THE EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM

Student and Staff Program and
Long Range Goals

BASELINE YEAR 1982-83

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Prepared for:

Superintendent
July 26, 1983

No. 348

PLANNING, RESEARCH AND EVALUATION DIVISION

REPORT OF THE EVALUATION
OF THE
RACE/HUMAN RELATIONS PROGRAM

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EXECUTIVE SUMMARY

Description

Programs for race/human relations have existed in San Diego City Schools for several years. With guidance and assistance from the Race/Human Relations Program personnel, sites have developed and implemented their own plans with mixed results. Due to an order of the Superior Court in the summer of 1982, a centrally developed, sequential program for improving race/human relations was developed and field tested or implemented for the first time during the 1982-83 school year. The student program, "Conflict" was field tested and evaluated; the student program, "Identity" was implemented. A districtwide staff development program was implemented and evaluated. Race/human relations include relationships among groups and between individuals of the same or different racial/ethnic backgrounds, gender, able or disabled conditions, ages, or roles in the school system. Also, for the first time, a systematic evaluation of the race/human relations program was conducted. This report gives the results of that evaluation in three parts: the student program, "Conflict," the staff program, and baseline data for several goals of the program:

- Degree of racial mixing
- Quality of interaction between students, adults, and students-adults
- Institutional procedures and practices
- Student participation in activities and leadership positions
- Student suspension rates
- Student and staff perception of justice and fairness at the school
- Student career goals

Design and Analyses

Twenty-four schools were randomly selected to participate in the evaluation: twelve elementary, six middle/junior high schools, and six senior high schools. Twelve formed a treatment group which received and taught the Conflict materials to students. Twelve schools formed a comparison group which taught the Identity materials or designed their own program. The schools formed a stratified random sample of high majority, high minority, and balanced populations, low and high enrollment, low and high mobility. By stratification and random selection, the assumption was made that the twenty-four schools were representative of the district.

Multiple methods of data collection were part of the design, and multiple methods of analyses of the data were used. This report represents the first level, the general summary of the data. At least one other portion will follow, that of compiling the data for each of the participating schools so that they may consider their results as well as compare them with the sample as a whole. A further in-depth look at the data may yield another report if further insights are found.

The evaluation is based on a set of priority questions developed through discussion with many concerned audiences and approved by the Board of Education in November, 1982. The evaluation occurred between November, 1982, and June, 1983.

Organization of the Report

Each of the first eight sections gives design, findings, conclusions, and Section IX gives a general narrative discussion of findings and conclusions. Section X gives recommendations. It is suggested that the reader refer to the Table of Contents to find sections of interest. Appendices are bound separately and are available.

As mentioned in the preceding paragraph, findings are discussed in sections of the report, and the reader is invited to refer to sections of interest for discussion and graphic presentation of the findings. Discussion of the findings is not repeated in this summary. Conclusions and recommendations for each section do appear in this summary.

CONCLUSIONS

STUDENT PROGRAM, "CONFLICT":

1. A student program, "Conflict" was field tested at 12 treatment schools for grades K through 12.
2. Confusion or inaccurate description existed as to how the program was implemented at school sites and over what period of time.
3. Inservice of materials was rated low by teachers. Materials developed over the summer did not arrive at sites until late second semester.
4. Staff members were not satisfied with the program, its implementation or service.
5. Eight relative weaknesses of the program were identified by mean score survey items compared to only one relative strength.
6. Teachers felt the materials were not appropriate for all grades and were sketchy on content.
7. While teachers supported the need for goals and objectives of the program, they criticized the materials, the method of delivery and the fact that this was not incorporated into the regular curriculum.
8. Teachers recommend the program be rewritten, with better preparation and inservice and with more time to implement the program.
9. Limited or no cognitive gains were realized on pre/posttests of student mastery.

STAFF DEVELOPMENT PROGRAM:

10. A three-strand (Personal, Classroom and Institutional) staff development program was developed and implemented in 1982-1983.
11. The effectiveness of the orientation to the program was rated 3.2 on a 5-point scale with "5" being a high evaluation.
12. Respondents rated the implementation level of the program a 3.6 on a 5-point scale.
13. The overall satisfaction level with the program was 3.0.
14. The staff program, in general, received higher ratings than the student program. "Conflict."
15. Staff identified ten relative strengths of the program compared to three relative weaknesses based on mean score item responses.
16. When provided open-ended opportunities to identify strengths, staff indicated:
 - the goals and objectives of the program
 - the interactions and involvement of staff
 - the facilitators
 - specific workshop settings
 - understandings and changes in attitudes and behaviors observed
 - the organization of the program
17. Weaknesses identified through open-ended items were:
 - staff resistance to the program
 - facilitator skills
 - central office communication regarding the program
 - the relevance of the program
 - the fact that the program is "forced" or mandated
 - teachers' feelings that they are disregarded, not recognized, not involved, and not respected
 - time involved in implementing the program
 - small group discussion methods
 - separate inservices for classified/certificated staff
18. Some of the staff recommendations for program improvement were:
 - allow for site-developed plans
 - reduce the requirements/hours
 - continue the program as is
 - eliminate the program
 - shift the emphasis of the program
 - involve the community more
 - encourage more participation
 - provide better training for facilitators
 - provide more follow-up and supervision of the plan

OBSERVATIONS AT SCHOOLS OF RACIAL MIXING AND QUALITY OF INTERACTION:

19. Racial mixing across the 24 schools observed was rated average to above average.
20. Elementary ratings were consistently higher than secondary ratings, both in the context of racial mixing and the interaction areas.
21. Significantly higher ratings were achieved by elementary schools in the areas of racial mixing in three situations:
 - at lunch
 - on school grounds
 - general racial mixing
22. No significant differences were found between elementary and secondary schools in the quality areas. Ratings were generally above average.
23. No significant differences were observed between treatment and comparison schools.
24. Schools observed for the most part received average to above-average ratings for mixing and quality of interaction.
25. Some degree of "resegregation" is occurring both at elementary and secondary sites. The problem is more severe at the secondary level.
26. Some classroom settings were more isolated than others, usually those that were based on some form of ability grouping.
27. The number of minority teachers proportional to the school site ratio were fewer than expected.

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES AND LEADERSHIP POSITIONS:

28. Resident and non-resident Hispanics are under-represented in both activities and leadership positions as compared to their population.
29. Resident and non-resident Whites are over-represented in activities and elected leadership positions.
30. Non-resident Blacks are under-represented in appointed leadership positions and activities. Resident Blacks are over-represented in appointed and elected leadership positions.
31. Resident and non-resident Indochinese are under-represented in both activities and leadership positions.
32. Females are consistently over-represented in both activities and leadership positions as compared to their population.

INTERVIEWS WITH ADMINISTRATORS ABOUT INSTITUTIONAL PRACTICES:

33. Principals were generally able to articulate well the goals of their school, and emphasized the goals of academic achievement, particularly in basic skills and a successful integration program.
34. The reported procedures for student selection for awards and leadership positions indicate no built-in bias in the procedure. Since it is dependent on the judgment of individuals, individuals might exercise a personal bias, but that is not reflected by the procedures cited.
35. Responses to the questions of how students are assigned to classes, how students are grouped by what criteria, and the student scheduling process were confusing and unclear at many schools. It is possible that the procedures are quite clear, but not well explained, or that the procedures differ so widely that a clear picture did not emerge from the data. Interpretation is hampered by the lack of clarity.
36. Principals are responsible for the monitoring of the racial and sex balance in classes. It is more difficult at smaller schools and at schools which are more imbalanced in their total population.
37. Counselors are generally cited as the person from whom secondary students receive advice about the courses to take.
38. Schools were fairly evenly divided as to use of good techniques to insure that students are aware of abilities to enter any career unhindered by racial or sex stereotypes about jobs, careers, professions. Fifty-eight percent of the schools were able to give specific, strong responses to this question. The remaining forty-two percent gave weak responses or no response.
39. To assure the absence of prejudice and sexism, schools rely evenly on persons, usually counselors and on techniques, usually inservice workshops, reading materials, alterations to curricula. Three schools spoke to the subtlety of prejudice and sexism and the difficulty of assuring its absence.
40. Responses to the question of how counselors spend their time varied greatly. Elementary schools reported the majority of time is spent with individual students; supervision was added to the list of duties at the junior high level. Supervision was not a part of the duties at the senior high level, where the involvement in academic and career advising is reported as the major expenditure of time.
41. Administrators were aware of and were consistent in the naming of reasons for suspensions of students. Although the procedures in preventing or implementing suspensions clearly vary from school to school, almost every school was able to give a

clear procedure which they indicated works well for them. The administrators were specific and illustrative in their responses, and many of the measures used, both to determine when to suspend a student and to take action to prevent repeated occurrences would be judged to be good to excellent.

42. Seventeen schools were able to state examples of racial incidents and how the incidents were resolved. Seven schools said they did not have or could not remember any incidents. Incidents cited ranged from name calling to fighting, and some problems caused by influences outside the school. Resolution strategies included a range from discussion and/or counseling to disciplinary actions, and according to the schools, have been effective except for controlling the outside influences.

SUSPENSIONS OF STUDENTS:

43. Hispanic students were suspended in almost direct proportion to their representation within the total population at all three levels. White students at the elementary level were also suspended in almost direct proportion to their representation within the total population but in lower (-11.1 percentage points) proportion at the junior high level, with the gap widening another -19.7 percentage points by the senior high level. Black students were suspended in higher proportion to their representation in the total population beginning at the elementary level (+12.0 percentage points) and continuing upwards +5.0 percentage points per level to reach a total disparity at the senior high level of +22.0 percentage points. Asian and other minority students were suspended in lower proportion to their representation within the total population at all three levels with the greatest disparity at the elementary level of -14.1 percentage points. The gap narrows to -8.5 percentage points at the junior high level and continuing downward to reach a -6.0 percentage points disparity at the senior high level. (See Table 6.1.)
44. When the actual number of suspensions were compared to the total enrollment, the same pattern as above existed, with the disparity increasing an additional 1.0 to 3.4 percentage points for Hispanics, .01 to 3.5 percentage points for Whites and virtually no change for Asian or other minorities. Black suspensions at the junior and senior high levels each showed increases of 1.0 percentage point. However, the disparity decreases for Black elementary suspensions but only by .6 of a percentage point. (See Table 6.2.)
45. The average number of days of suspensions for Whites and Blacks was nearly identical at all levels, varying only from .02 to .07 days. The average number of days for Hispanic suspensions at elementary and senior high levels was at least a half day (.54 to .63) more than the average number of days for White and Black suspensions. At the junior high level, the average number of days for Hispanic students was nearly the same as that for White (.10 days more) and Black (.17 days more) suspensions. There was a wide

variance in the average number of days of suspensions between the other ethnic groups at all levels due in part to very small numbers. (See Table 6.3.)

46. There were repeat offenders (students who were suspended more than one time) in every ethnic group except American Indian/Alaskan.
47. The vast majority (75-85%) of students at all levels were suspended only one time and these one-time suspensions were ethnically proportionate to the total students suspended. Another 10-15% of students were suspended two times and these two-time suspensions were also ethnically proportionate to the total students suspended. About 4% of students were suspended three times and of these, both Hispanics and Blacks were disproportionately over-represented, about +8.0 and +20.0 percentage points respectively. The exact reverse was true for White (approximately -20.0) and Asian (approximately -8.0) suspensions. Four-time suspensions totaled 1.2% and of these, Hispanic students were disproportionately over-represented by approximately +34.0 percentage points. Only 1% of students were suspended five or six times (N=2) and both were Hispanic, a disparity of about +83.0 percentage points. (Also see Table 6.4.)
48. Students who were suspended between one and three days accounted for approximately 88% of all suspensions and for each group (one-day suspensions, two-day suspensions, etc.) were ethnically proportionate to the total suspensions, etc.). Of the 2% of students suspended four days, Hispanics were disproportionately over-represented by +15 percentage points and Whites by +11 and Blacks under-represented by -23. The suspensions lasting 5 days accounted for 10% of all suspensions; of these Blacks and Asians were ethnically proportionate to the total suspensions and Whites disproportionately under-represented by 13 percentage points. Hispanics were over-represented in 5-day suspensions by +8 to +10 percentage points. (See Table 6.5.)
49. There were fewer females suspended than males at every level and in every ethnic group. Additionally, Hispanic, White and Asian female suspensions were nearly proportionate to Hispanic, White and Asian males. However, the percentage of Black female suspensions to Black male suspensions was higher at every level. (See Table 6.6.)
50. Overall, there was less than a half day variation (+ or -) between male and female average number of days in every ethnic group except Hispanic and Asian where the average number of days for females is approximately a half day less than for males. (See Table 6.7.) Note that the wide variation that occurs with the other minorities is a result of small numbers.
51. The ethnic proportion of all suspensions for Physical Injury to Another Person, Disruption/Defiance, Stealing, and Damage to Property approximated the ethnic proportion of all suspension

52. Hispanic and White suspensions are over-represented, and Black suspensions under-represented for Controlled Substance/Intoxication.
53. Hispanic suspensions were under-represented and White and Black suspensions over-represented for Obscenity.
54. Hispanic and Black suspensions were under-represented while White suspensions were over-represented for Weapons and Smoking.
55. There was no significant racial disparity (+.50 day) in the average number of days of suspension by category, except for Damage to Property (Hispanic and White suspensions were .80 days more than the total averages and 1.81 days more than Black suspensions).

STUDENT AND STAFF PERCEPTIONS OF JUSTICE AND FAIRNESS AT THE SCHOOL:

56. Elementary, junior high, and senior high school students agreed that the following items represented areas of positive or high regard in the schools' climates of justice:
 - All races and backgrounds are disciplined equally.
 - All races/backgrounds take part in our school activities.
 - Counselors listen to student's side of story.
 - There is a written form of rules and behavior.
 - Infractions are explained before punishment is given.
57. There was agreement at the three levels that the following were items of negative or low regard in the schools' climates of justice:
 - Students have a part in writing the rules of the schools.
 - All students feel they are respected here.
58. Staff responses to the survey were more positive than student responses.
59. Student responses at the elementary level were more positive than the responses of junior high students; junior high students generally have more positive responses than senior high students.
60. Differences between treatment groups and comparison groups could not be accounted for programmatically; therefore, they must be accounted for by the chance of selection.
61. The data form a baseline from which to compare future results.

STUDENT CAREER GOALS:

62. Females choose a higher preponderance of professional careers than do males.
63. Whites and Asians have a greater propensity for professional careers than do Blacks and Hispanics.
64. Whites and Asians prefer more education beyond high school than do Blacks and Hispanics.

RECOMMENDATIONS

Programmatic Recommendations

1. Continue district and school site efforts to enhance both the racial mixing and quality of interactions which are occurring at the school sites. Commend sites receiving exemplary ratings.
2. Although the student program goals seem to be appropriate, significant revision and modification of the Conflict program need to occur. Attention needs to be given to program outcomes for students and type of measurement for these outcomes, particularly specifying the appropriateness of cognitive and/or affective outcomes.
3. Increase, improve and refine staff inservice. Include areas that emphasize teaching techniques, presentation skills, materials, and specific teacher skills needed.
4. Provide the objectives, materials, and requirements for both the student and the staff in a consistent and timely manner to allow time for preparation and implementation.
5. Review the content of the staff program and its degree of correlation with stated objectives. The staff program does not need as extensive modification as the student program.
6. Work to insure visible support and commitment at all levels for the program and for the the Board of Education's and the Superintendent's goals. The Site Principal has a particularly important role in setting the tone for commitment and seeing that the Race/Human Relations Program is taken seriously at the school.
7. Improve proportions of majority/minority role models at all levels of school staff, as possible.
8. Individual school sites need to assess their efforts at involving students from all ethnic groups in participation in school activities.
9. Develop clear procedures and guidelines needed to assure the absence of prejudice and sexism in the academic, career advising and counseling processes.
10. Give attention to the disparity of suspension rates and the reasons why these are occurring. It is important not to blindly strive for equal numbers without considering the issue of underlying causes of the disparate percentages.

11. Give recognition to staff who are making strong efforts to improve race/human relations. Recommendations in a report such as this generally focus on the areas of needed improvement, but it is important to note that there are many individuals and schools who are contributing positively to the intent of integration and better race/human relations. Positive rewards for those who are going the "second mile" are as important to the success of the program as the assistance and/or punitive attention given to those who ignore the necessity of such a program.
12. Better and more consistent use at the school site of the Career Planning Inventory is recommended.
13. Site and central office administrators need to express and support the legal right of the District and the Court to establish or mandate curriculum and programs to be taught, and staff members need to recognize and accept that fact. The program is to be judged on its merits or weaknesses, not on the premise that it is mandated. Integration is a major goal stated by the San Diego City Schools Board of Education and Superintendent, and the question of whether to have a race/human relations program is not, at this time, debatable. Energy is better spent on improving the program, not on the moot question of whether it should exist.
14. As the program develops, consideration should be given to establishing competency criteria, either at the individual or school level. A suggested timeline to develop such criteria would be within one-to-three years. If it is possible to establish benchmarks of progress, staff would not have to fulfill objectives they have already met. Individuals not meeting the criteria would receive further or remedial work on the first-level objectives. The difficulty but importance of assuring that competencies are valid make this a recommendation for consideration and discussion, not a recommendation for action.
15. Provide staff development programs based on needs assessment data such as that given in the baseline information portion of this evaluation. Since the schools were randomly selected to be representative of the district as a whole, schools which were not a part of the evaluation can still use the aggregated data for self-assessment. Schools in the evaluation sample can be more specific, using the data collected at their site as well as the aggregated data.
16. Strand III of the program, "Institutional Practices" addresses many of the long-range needs in race human relations. Using needs assessment data, such as the baseline data in this report, a school profile could be developed for each site. Further, there are goals and a process to address them. The program needs to assure that the process is used.
17. The knowledge and cognitive portions of the program should be tied with the action plans to build or remediate needs at the site and to demonstrate relevance of activities with goals.

Evaluation Recommendations

18. The observation for racial mixing and quality of interaction among people should be continued with a new sample of schools during 1983-84 and subsequent years. It is recommended that elementary, middle/junior high and senior high schools be randomly selected from the schools which did not participate in the 1982-83 sample. In addition, any schools in the 1982-83 sample which had a score of less than "4" on team observation ratings should have a follow-up visit during 1983-84.
19. During the baseline year, schools were randomly selected to be representative of the district. While the random selection process should be continued, as stated in No. 1 above, it is recommended that beginning with the 1983-84 school year school names be published. The focus should be on individual schools now that a baseline has been established and procedures have been validated.
20. Three guides for student programs still need to be field tested: those written for Prejudice and Discrimination, Culture, and Diversity. In the light of the results, both for the "Identity" guides in the Race/Human Relations Report and for the "Conflict" program in this evaluation report, it is recommended that the three new guides be field tested and evaluated in 1983-84, including both tests of student mastery and opinions of teaching staff. The tests of student mastery should be developed as part of the program by the program writers, with technical assistance available from Evaluation Services, and should be field tested for reliability and item analysis prior to administration as part of the program and evaluation process.
21. The Survey of Justice and Fairness and investigation of discrepancies between students and staff should be continued as part of the evaluation in 1983-84.
22. A study of suspensions should be reported each year. Instead of data being collected and analyzed in a number of different offices, one office (department/division) should be responsible for the collection, analysis and reporting of data. These could be entered and analyzed either by mainframe computer or by microcomputer for ease and accuracy of reporting. If this is done, it is not necessary to include a report of suspensions as part of future race/human relations evaluations.
23. The role of the counselor, guidance practices and the assignment of students to classes should be studied, either through this program or through a separate study.
24. Communication and meetings with Community Relations and Integration Services Division should occur early in the 1983-84 year to determine needs for the 1983-84 evaluation design for the Race/Human Relations Program.

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INTRODUCTION

The Superior Court's order of Summer, 1982 instructed the San Diego Unified School District to "produce a complete Race/Human Relations course of classroom instruction...and require classroom presentation of the course to conform to the text centrally developed....," and to "produce a complete Race/Human Relations program...for teachers and other school employees."

The Integration and District Programs Unit of Evaluation Services Department was given the charge to evaluate the Race/Human Relations program. Based on the study of the program, discussions with representatives of the Board of Education, Administration, Race/Human Relations program managers, Race/Human Relations facilitators, school site administrators (principals and vice-principals), and studies of integration efforts across the nation, the evaluation was designed to:

1. Provide information on the 1982-83 field tested student program, "Conflict".
2. Provide information on the 1982-83 implemented staff program.
3. Establish a baseline of data with regard to selected long-term outcomes, specifically:
 - Racial Mixing at Schools
 - Quality of Interaction Among People at School Sites
 - Institutional Practices and Procedures
 - Student Suspensions
 - Student and Staff Perception of Justice and Fairness at the School Site
 - Student Career Goals.

The necessity of providing both long term and short term evaluation data was based on the following assumptions:

1. Long term and yearly commitment to achieving and promoting good race/human relations is an important part of the success of the program.
2. The degree of progress or attainment of significant changes in behavior may be limited in any one year. Changes in both knowledge levels and behaviors should, however, be expected over a period of a year in a sequential, centrally-based, consistent program.
3. Because a program has existed for a number of years, some degree of behavior change and/or a cumulative effect could

be expected. However, it has not previously been systematically assessed.

4. It can be anticipated that continued measurement of progress will be expected by the District, by the Court, or both. A baseline should therefore be established against which further progress can be measured.

DESIGN

A design for the evaluation was developed by the Integration and District Programs Unit of Evaluation Services Department and was approved by the Board of Education on November 16, 1982. The design included the relevant and crucial questions to be addressed. This report is organized to answer those questions in a similar order to that presented to the Board. Although this report is lengthy, it addresses the concerns identified prior to the design as important to the audiences approving and improving the program. The short-term goals of the Student program are addressed first, then the results of the staff development program is reported in section 2. Part II reports data on the long range goals for the Baseline Year (1982-83.) Part III discusses the findings and presents recommendations.

Because of the many questions addressed in the evaluation, it was necessary to select appropriate methodologies for different sections of the evaluation. For example, some questions could be appropriately assessed by the use of surveys; others required a cognitive, paper/pencil test, observations or the use of documents and statistics collected within the District. Therefore, except for a brief description of the overall design given in this introductory section, the design, methodology and findings are reported for each section separately. It is the intention of the authors that this arrangement will provide the reader with a clearer picture of each portion of the report, and that each section can stand alone.

SELECTION OF SCHOOLS

The Race/Human Relations program is to be district-wide. Therefore, it was desirable to have a sample of schools representative of the district as a whole. Random selection is the best way to assure a representative sample of the total group of schools in the district. Further, it was desirable to have schools based on a number of demographic factors and various racial/ethnic compositions. A stratified random sample of 24 district schools were selected based on three demographic factors:

- Percent minority (high, balanced or low)
- Mobility (high or low)
- Enrollment (over 500, less than 500)

For the student "Conflict" materials, in which pre and posttests would be given, it was desirable to have a treatment group and a comparison group to measure student growth, and to have both elementary and secondary schools in the sample.

Schools were selected, then randomly assigned to a treatment group which would receive the district program, "Conflict", or to a comparison groups receiving only the staff program. There were six elementary, three junior high and three senior high schools in both the treatment and comparison groups.

Materials Used

For the student program portion of the report, Part I, it is necessary to keep separate the treatment and comparison schools. The student "Conflict" material was taught at the treatment school, and not at the comparison schools. In the comparison schools and in all other schools in the district, schools were restricted to the use of the "Identity" materials which had been distributed at the beginning of the 1982-83 year in an effort to make some materials available to all schools.

For other portions of the evaluation, treatment and comparison data were examined only to determine if there seemed to be some systematic variance between the treatment and comparison schools which should be taken into account in the data analysis. In other words, one assumes with a random sample that the two groups of schools are similar and that they are representative of the district as a whole. Based on the absence of any systematic or significant consistent differences between treatment and comparison schools, it is possible to conclude that the sample is fairly or generally representative of schools in the district and that any differences on variables other than the student program are simply random. Therefore, for all other data in the report the treatment and comparison schools are grouped together to give a measure of the "district". A separate Appendix gives the treatment and comparison school data and will be kept on file. For the purposes of this report, treatment and comparison only has meaning with regard to section 1, the report on the Student program.

Limitations of Study

There were many interesting questions to investigate in the Race/Human Relations program. It was necessary, through a process of discussion and prioritization of those questions which seemed to be of greatest interest to most audiences, to select certain areas to be addressed and to leave the others for another year. This study, although complex and wide-ranging, still does not cover all possible areas of investigation with regard to a race and human relations program. Many good suggestions were made which simply could not receive attention this year.

The observations on school sites were limited to the two variables selected for study this year: racial mixing and quality of interaction among people. Other observation efforts conducted within the District this year, such as the monitoring effort conducted by Community Relations and Integration Services Division, an entirely separate effort, looked at other variables and at the entire Integration program. Our task was to evaluate the Race/Human Relations program. Therefore, variables related to other parts of integration were not covered in this study. In addition, these observation visits were made before the implementation of any Race/Human Relations program in 1982-83 so that all conditions were prior-program to form a baseline.

The evaluation design did not include observations of the program being taught. Observations of the program being taught were conducted by the Integration Task Force subcommittee on Race/Human Relations.

This study did not include any evaluation of the "Identity" student program. However, a questionnaire and teacher comments about this program were included in the report by the Race/Human Relations program, CRISD, in June, 1983.

This study did not attempt to evaluate the inservice provided teachers and staff either for the student program or for the staff program.

In order to analyze suspension data by the date this report is due, only first semester (from September to February) of 1982-83 data were used.

Only secondary schools were used to collect data about student activities and leadership positions. While there are certainly opportunities on elementary campuses for students to participate in activities, to be in leadership positions and to receive awards, there is more consistency of activity areas at the secondary level, so the study was limited to selected activities at the secondary schools.

This report shows only totals or aggregates of data, such as treatment/comparison schools or elementary/junior high-middle/high schools, etc. No individual school data are contained in this report except where comments are quoted. Packets of information relating to the individual school will be prepared by or about the opening of the traditional year schools in September and will be shared with each school in the study. In a random sample the assumption is made that the sample is representative of the entire district and systematic bias did not occur. Individual schools are not singled out. However, the summary of the observation visits were shared with each school before the team left at the end of the second day.

There were no cognitive tests prepared for the K-3 program, so there are not measures of student achievement for those grades. Since both program and test for 4-6 were the same (likewise for 7-9, and for 10-12), scores are reported in the three groups, each spanning 3 grade levels.

The Race/Human Relations Subcommittee of the Integration Task Force monitored the observation process portion of the evaluation, and their members accompanied or followed some of the evaluation teams as they made observations. This was not a limiting factor, as most of the ITF evaluators were either a positive contribution or made no difference to the team process (as opposed to being a hindering factor), but is mentioned as an event unanticipated at the beginning of the process.

PART I
SHORT-RANGE GOALS

1.

EVALUATION OF THE STUDENT RACE/HUMAN RELATIONS PROGRAM, "CONFLICT"

- Description and Implementation of Program
- Effectiveness of Inservice Program
- Satisfaction of Staff with Program
- Reported Strengths and Weaknesses
- Survey Respondents' Recommendations for Improvement
- Mastery Levels of Students -- Cognitive Test

EVALUATION OF THE STUDENT RACE/HUMAN RELATIONS PROGRAM, "CONFLICT"

DESIGN

It was the purpose of this component of the evaluation design to determine:

1. What was the student program at the elementary, junior high, and senior high school levels?
2. How was the program implemented at each level?
3. What were the expected outcomes of the program?
4. How effective was the inservice training?
5. To what degree was the program implemented?
6. What were the strengths/weaknesses of the program?
7. How satisfied were the staff with the program?
8. What recommendations for improvement need to be implemented?
9. How did outcomes compare with schools not using the program?

Surveys were sent to all teachers using the student materials "Conflict" at treatment schools. Cognitive pre and posttests over the "Conflict" materials were administered to two classes at each grade level, 4-12, at each treatment school. An overview of the program goals, objectives and implementation strategies was provided by the Community Relations and Integration Services Division (CRISD).

FINDINGS

Description

BEST COPY AVAILABLE

A description for the Program is excerpted from a Report by the Community Relations and Integration Service Division.

"The specific Race/Human Relations program goal adopted June 1982 states:

"The Board shall adopt and management shall implement policies designed to foster positive practices and relationships between and among students and district employees (student to student, student to adult, and adult to adult); to facilitate equal education access and opportunities in a society of racial and ethnic richness, economic and cultural diversity, and changing value system.

1982-83 Program

"The focus for the Race/Human Relations Program for the 1982-83 year changed from a program where individual sites developed their own site plans based upon individual needs assessments to a centrally developed Race/Human Relations Program where all sites were involved in implementing designated objectives for the 1982-83 year.

"The 1982-83 year was designated as a transition year for implementation of the centrally developed Race/Human Relations Program. In his court order dated August 12, 1982, Judge Franklin B. Orfield ordered the district to develop a complete race/human relations course of classroom instruction for all students and staff. In response to this court order, the district used the 1982-83 school year to:

1. Design and review a centrally developed Race/Human Relations plan for staff and students.
2. Develop and expand Race/Human Relations Program curriculum materials to support the plan.
3. Provide staff with inservice training for plan implementation.

"Guidelines for race/human relations training followed the concepts expressed by the the California State Department of Education and the National Institute for Education. The district program addressed both (a) multiethnic education, and (b) those institutional practices which affect the treatment, status, and opportunity of all students."

Student Program

The student Program was based on five Concept Goals:

- I. Identity: To develop feelings of self-acceptance and self-worth which are based upon awareness of factors influencing self-definition, including ethnic ancestry and cultural heritage.
- II. Diversity: To become aware of and value the many similarities and differences among individuals and among diverse racial, ethnic, and cultural groups within the community, the United States, and the world.
- III. Culture: To develop awareness of what "culture" is and the ways cultures are alike and different.
- IV. Conflict: To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.
- V. Prejudice and Discrimination: To develop sensitivity to stereotyping prejudice and discrimination in its many forms.

CRISD describes the program as:

"...an instructional program that combines affective and cognitive experiences which provides students from diverse ethnic, cultural and socioeconomic backgrounds with opportunities and tools to openly interact with one another in a safe environment. This focus provides the critical link between the process of learning about people to the process of learning to deal with people more effectively. Outcomes of such face-to-face interaction will ideally result in a greater tolerance and acceptance of differences related to living together, whether at the classroom, school, community, city, state, national, or international level."

Conflict

At the beginning of the 1982-83 year, "Identity" guides had been sent to all district schools. The Race/Human Relations program selected "Conflict" to be the field tested and evaluated student program this year. Table 1.1 shows that objectives and samples of learner behaviors in the "Conflict" program.

Implementation of the Student Program

Regarding implementation, the program indicated that,

"Students at elementary and secondary school participated in Race/Human Relations activities during the following scheduled period of time:

- Social Studies period
- Race/Human Relations classes
- Individual teacher-designated times
- Individual school-designated times"

A calander of the dates when the program was requested of the schools, and the information provided indicated that the program varied greatly from site to site. The length of the program, for example, reportedly lasted from four to twenty-one weeks. (Materials were made available in late April, therefore, the program could not have been held for twenty-one weeks.) Information on the teacher inservice date, the start and end dates, was incomplete from some schools.

Table 1.1

CONCEPT GOAL IV:

CONFLICT To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	Level 1 (Gr. K-3)	Level 2 (Gr. 4-6)	Level 3 (Gr. 7-9)	Level 4 (Gr. 10-12 and adult)
4.1 To develop sensitivity to the needs, feelings and problems of others through learning and practicing interpersonal skills.	Learners will recognize people have different ways of expressing their needs and feelings and that the same feeling can be expressed in different ways.	Learners will identify their behaviors which have a positive or negative impact on others.	Learner will develop the capacity to respond in supportive ways when others express or demonstrate a need.	Learners will demonstrate ability and comfort to initiate cross cultural communication and establish friendships.
4.2 To identify and analyze factors that contribute to conflicts.	Learners will become aware of behaviors they engage in which contributes to conflicts with others.	Learners will recognize the influence of others on their participation in interpersonal or group conflicts.	Learners will analyze ways in which styles of verbal and non-verbal communication influence conflict.	Learners will analyze how various social, political and economic factors have contributed to conflict among groups in the United States both historically and in contemporary times.
4.3 To identify and utilize appropriate alternatives in responding to and attempting to resolve conflict.	Learner will identify several positive ways of responding to conflict with others.	Learners will exert influence on peers to engage in behavior that prevents or minimizes conflicts.	Learners will analyze their styles of dealing with conflicts and develop alternatives for those which they do not consider effective.	Learners will take the initiative to prevent or resolve conflicts that might not directly affect them.

Table 1.2

SUMMARY MEAN SCORES:
STAFF SURVEY OF THE STUDENT CONFLICT PROGRAM IN RACE/HUMAN RELATIONS

ITEM #	TOTAL N=114	ELEMENTARY TEACHERS N=76	K-3 N=46	4-6 N=29	SECONDARY TEACHERS N=32	7-9 N=17	10-12 N=13	* weakness + strength
2	2.6	2.8	2.6	3.0	2.5	2.5	2.5	*
3	3.4	3.3	3.5	3.2	3.3	3.8	2.7	
4	3.7	3.7	3.8	3.6	3.7	3.8	3.6	+
5	3.2	3.2	3.3	3.1	3.2	3.1	3.5	
6	2.7	2.7	2.6	2.9	2.6	2.5	2.6	*
7	2.8	2.8	2.6	3.0	2.9	2.9	2.6	*
8	3.0	3.0	2.8	3.3	2.8	2.9	2.7	
9	2.8	2.9	2.9	2.8	2.6	2.8	2.3	*
10	3.3	3.4	3.4	3.3	2.9	3.1	2.9	
11	3.3	3.5	3.8	3.1	2.9	2.9	3.1	
12	2.8	2.8	2.8	2.7	2.8	3.1	2.4	*
13	3.2	3.1	3.2	3.1	3.1	3.1	3.3	
14	3.2	3.4	3.4	3.4	3.6	3.3	4.1	
15	3.4	3.3	3.3	3.4	3.3	3.1	3.8	
16	3.2	3.2	3.2	3.3	3.2	2.9	3.5	
17	3.3	3.3	3.3	2.9	3.4	3.1	3.6	
18	3.4	3.2	3.2	3.3	3.7	4.0	3.3	
19	2.5	2.5	2.2	3.1	2.4	2.7	2.1	*
20	3.4	3.5	3.5	3.6	3.6	3.1	3.5	
21	3.7	3.6	3.6	3.6	3.8	3.9	3.8	
22	3.1	3.2	3.3	3.0	3.1	3.1	3.2	
23	2.5	2.5	2.5	2.8	2.5	2.6	2.3	*
24	2.9	3.1	3.0	3.1	2.6	2.9	2.1	

Item #1 was an identification item.

Effectiveness of Inservice

Table 1.2 provides a summary of mean scores comparing respondents' choices on a 5-point scale where "1" was a low evaluation and "5" a high evaluation of the student program. A complete copy of the survey is provided in Appendix A.

The degree to which the inservice prepared teachers to use the materials was rated 2.6, overall, on a 5-point scale. Elementary teachers rated the inservice higher (2.8) than secondary (2.5). Respondents also rated the degree of structure and direction provided for use of the program low (2.9). Once again, secondary ratings (2.6) were lower than elementary ratings (3.1). Further analysis is provided under Survey-Identified Strengths and Weaknesses.

Satisfaction of the Staff with the Program

The overall satisfaction rating was 2.5 for all staff. Secondary and elementary ratings were identical (2.5). Teacher ratings of student enjoyment of the program were higher. The overall rating was 3.1, with elementary teachers rating it 3.2 and secondary teachers rating it 3.1. Most teachers also indicated they would change the guide rather than leave it as is. Further discussion will be provided in the following section. Complete survey results are shown in Table 1.2.

Survey-Identified Strengths and Weaknesses

Mean scores of 3.5 or higher were considered a relative strength of the program, scores of less than 3.0, a relative weakness. Eight relative weaknesses and one relative strength were identified from the survey. The relative weaknesses were:

- Degree to which the inservice prepared teachers to use the materials
- Degree to which materials adequately met the needs of the students
- Degree to which materials adequately met the needs of the teacher's style
- Degree to which materials were relevant to actual school situations
- Degree to which conflict resolution skills learned by students were actually used
- The Guide as provided
- Teachers' overall satisfaction with the "Conflict" program.

The relative strength was:

- Degree to which teachers indicated they implemented the program

In addition, two open-ended items provided opportunities for respondents to identify strengths and weaknesses of the "Conflict" program. An analysis of the comment sections for each strength and weakness was conducted to determine any trends. Comments based on that analysis indicated that:

- Teachers felt the inservice was too sketchy, too quick, and that more training was needed.
- The program came late and staff were expected to rush through it.
- Too short notice and too little time to implement the program were provided.
- The materials were not appropriate for all levels (especially K-1).

- Materials were either too sketchy or too easy.
- There was no relationship of the materials to behavioral changes in students.
- There were not enough materials provided or time to implement them.
- Too much time was dedicated to discussion.
- It was difficult for staff to observe any noticeable behavioral changes in students due to the materials.
- Teachers suggested that the activities often did not match the objectives.
- Staff felt the program needs to be simplified.
- Staff felt separate guides for each grade level are necessary.
- Staff felt materials should have been ready in September.
- Staff felt more concrete lessons and activities are needed.
- Staff felt the program should be incorporated into the regular district curriculum (social studies mentioned most often).
- Staff were willing to use the materials.
- Staff indicated they implemented the materials (3.7) as inserviced.
- Little parent resistance to the program was noted.

Two open-ended items asked staff to list major strengths and weaknesses of the student program.

The major strengths listed were:

- The goals and objectives of the program
- The awareness of students
- The students' evaluation and expression of their own feelings
- The students' enjoyment of the program
- The need for the program
- The concept of the program
- The interaction of different racial groups
- The fact that it was a uniform program

The major weaknesses listed were:

- The program is not incorporated into the regular curriculum.
- There is not enough inservice of the materials.
- The program was received too late.
- The program is too difficult for young kids.
- The program is not conducive to small groups.
- More and better materials are needed.
- The program lacks realism.

Survey Respondents' Recommendations for Program Improvement

The final survey question asked respondents to identify what they would recommend the district do to improve the program.

Key comments were:

- Rewrite the program.
- Make the program optional.
- Provide more activities and materials.
- Don't rush the program.
- Get the materials to sites before school opens in September.
- Provide more/better training.
- Integrate the program into the regular curriculum.

Mastery Levels of Students: Cognitive Tests

The evaluation design of the student program included a pre/posttest of cognitive skills students should learn upon completion of the program. Although the long range goals of the program aim for attitudinal and behavior changes, the initial course emphasized awareness and knowledge of how to handle conflict. The pre and posttest were developed by the Race/Human Relations program writers with technical assistance from Evaluation Services staff. It was recommended that the pre and posttests be an integral part of the program by being sent out with the program materials and included as part of the inservice. Some confusion evidently existed as to whether the pre/post should be an actual part of the program or separate from it. In March the Race/Human Relations Program requested that Evaluation Services reduce, for budgetary reasons, the number of students who took the tests. For purposes of evaluation, two classes per grade level comprised an adequate sample. At this time, Evaluation Services was also asked to and agreed to distribute the pre and posttests to schools for administration. Pre-tests were sent to the treatment and comparison schools

in March, 1983, and posttests were sent during May. The student program itself did not get to the schools until late second semester. Staff concerns about the late arrival have been reported in previous sections.

A second area of limitations of the pre/posttests needs to be described. The tests for 4-6th graders and 7-9th graders consisted of 15 items. The 10-12th grade test consisted of 40 items. Since classes, not individual students, were matched and since schools were randomly selected, not children in those schools, the findings only lend themselves to descriptive statistics, not tests of significance. Any inferences are based purely on face value, not tests of statistical significance. While a large number of students could cause inferential statistical techniques to show "statistical" significance, a gain of less than one point on a 15-item test could not be considered educationally significant. Nevertheless, results indicate limited or no mean score growth on cognitive "Conflict" skills for the treatment and comparison schools. A summary of these results is provided in Table 1.3.

As one can determine from the table, there was less than an average of 1 raw score gain for most treatment and comparison schools in grades 4-6. The average gain was .86 points for treatment schools (4-6) combined, compared to .56 points for comparison schools combined. Comparable gains for the 7-9th graders were .7 points for treatment schools compared to .16 points for comparison schools. No gain scores are reported for 10-12th graders combined since several treatment schools submitted an excess of posttests over pretests. Caution again needs to be taken that these are in fact just descriptions of gains approximating what two classes at each grade level, unmatched, were able to demonstrate on the Cognitive tests.

Table 1.3
Pre/Post Mean Scores for Treatment and Comparison Schools

<u>Treatment Schools (4-6)</u>	<u>Pretest</u>	<u>Posttest</u>	<u>Difference</u>
1	6.30	7.61	1.31
2	6.60	7.76	1.16
3	7.05	7.96	.91
4	6.79	8.21	1.42
5	6.45	6.85	.40
6	6.74	6.75	.01
7*	6.16	6.96	.80
<u>Comparison Schools (4-6)</u>			
1	7.43	7.72	.29
2	6.28	6.99	.71
3	7.63	8.10	.47
4	5.53	5.90	.37
5	6.83	7.98	1.15
6	5.56	6.60	1.04
<u>Treatment Schools (7-9)</u>			
1	9.36	10.21	.85
2	9.81	11.00	1.19
3	9.70	10.05	.35
4	8.67	7.04	-1.63
<u>Comparison Schools (7-9)</u>			
1	8.58	8.40	-.18
2	8.99	8.93	-.06
3	8.86	9.92	1.06
4	8.74	8.77	.03
<u>Treatment Schools (10-12)</u>			
1	23.79	23.49	-.30
2	26.19	25.62	-.57
3	23.34	23.71	.37
<u>Comparison Schools (10-12)</u>			
1	25.72	25.90	.18
2	23.83	22.52	-1.31
3	24.61	23.35	-1.26

Means given are for the number of correct items. For grades 4-6 and 7-9 the total number of test items was 15. For grades 10-12 the total number of test items was 40.

*While there were 6 treatment and comparison schools with grades 4-6, one middle school had both 6th and 7th grades, adding a seventh treatment group.

Conclusions

1. A student program "Conflict" was field tested at 12 treatment schools for grades K-3, 4-6, 7-9 and 10-12.
2. Inservice of materials was rated low by teachers. Materials developed over the summer did not arrive at sites until late second semester.
3. Staff members were not satisfied with the program, its implementation or inservice.
4. Eight relative weaknesses of the program were identified by mean score survey items compared to only one relative strength.
5. Teachers felt the materials were not appropriate for all grades, were sketchy and came far too late in the year.
6. While teachers supported the need for and goals and objectives of the program they criticized the materials, the method of delivery, and the fact that this was not incorporated into the regular curriculum.
7. Teachers recommended the program be rewritten, with better preparation, inservice and more time to implement the program.
8. Limited or no cognitive gains were realized on pre/posttests of student mastery.

Recommendations

1. The "Conflict" program needs to be modified significantly. Staff is neither happy with the materials or outcomes.
2. There appears to be little relationship between the program and tests on the program. Perhaps this is a result of too short and rushed a period of implementation. The program should carefully determine the criteria they will use to measure the success of this program.

3. Inservice and materials, objectives and requirements of the program must be provided to the teaching staff in a consistent and timely manner. This did not occur in 1982-83. Future student programs need to be ready for implementation in the Fall and staff need to be provided with sufficient timelines to include these instructional materials.
4. Many teachers feel these materials should be incorporated into the existing social studies or language arts curriculum. Others feel they should not be taught at all. The program should reconsider and meet with concerned representatives from the sites to determine the most effective implementation techniques. For 1982-83, the program appeared to come in as an "add on" with little value or commitment associated with it. A race/human relations program for children needs to be more than that.

2.

EVALUATION OF THE STAFF DEVELOPMENT PROGRAM

- Description and Implementation of the Program
- Effectiveness of the Orientation and Inservice
- Effectiveness of the Program
- Satisfaction of Staff with Program
- Strengths and Weaknesses
- Survey Respondents' Recommendations for Improvement

EVALUATION OF THE STAFF DEVELOPMENT PROGRAM

DESIGN

In the spring of 1983 surveys were sent to all classified and certificated staff in treatment and comparison schools in order to determine effectiveness and satisfaction levels. Both a response analysis and an open-ended analysis were conducted of each survey item. A copy of the survey is provided in Appendix B.

It was the purpose of this component of the evaluation design to determine:

1. What the staff program in Race/Human Relations for certificated, administrative and classified staff was in 1982-83.
2. How the program was implemented.
3. What the expected outcomes of the program were.
4. How effective the orientation/in-service of the materials was.
5. The degree of implementation of the program.
6. The effectiveness of the program in achieving outcomes.
7. The strengths/weaknesses of the program.
8. The degree of administrative/staff support for the program.
9. Staff satisfaction with the program.
10. Recommendations for improvement of the program.

FINDINGS

Description and Implementation of the Program

"The Multi-Year District Race/Human Relations Staff Development Program" was designed as a training program for staff members at all district sites. It incorporated 47 program objectives in three strands: Personal, Classroom, and Institutional. It is anticipated that program objectives will be completed in a six-year period. The focus of the district's staff training program provided cognitive information and interactional skills.

Each program objective includes a full list of behavioral outcomes which will:

- describe what staff should be able to do as a result of in-service training
- describe what must be done to complete a given objective.

A full description is provided in Appendix A to the Race/Human Relations Report to the Board of Education in June, 1983.

Effectiveness of the Orientation and Inservice

Table 2.1 provides a summary of the mean score responses of the 767 respondents who returned the staff survey. On the survey "1" was a low evaluation and "5" was a high evaluation.

The overall rating for effectiveness of the orientation to the program was a 3.2 with the classified staff providing the highest rating in that category (3.4). The effectiveness of the inservices and organization of the workshops were rated 3.3 and 3.5 respectively.

TABLE 2.1

SUMMARY MEAN SCORES:
SURVEY OF THE STAFF DEVELOPMENT PROGRAM IN RACE/HUMAN RELATIONS

ITEM #	TOTAL N=767	CLASSIFIED N=149	CERTIFICATED N=583	ADMINISTRATORS N=35	TOTAL ELEMENTARY N=215	TOTAL JR. H.S. N=257	TOTAL SR. H.S. N=295	* weakness + strength
2	3.2	3.4	3.1	3.3	3.2	3.1	3.3	
3	3.3	3.4	3.2	3.3	3.4	3.1	3.2	
4	3.3	3.7	3.5	3.6	3.7	3.4	3.5	+
5	3.4	3.6	3.4	3.4	3.6	3.3	3.4	
6	3.0	3.2	2.8	3.4	3.1	2.7	3.0	
7	3.0	3.2	3.0	3.1	3.2	2.8	3.1	
8	2.7	2.9	2.7	3.0	2.8	2.5	2.9	*
9	4.1	4.0	4.1	4.3	4.0	4.0	4.2	+
10	3.7	3.7	3.7	3.8	3.6	3.6	3.7	+
11	3.9	3.9	3.9	4.2	4.0	3.8	3.9	+
12	3.6	3.6	3.6	3.7	3.7	3.5	3.6	+
13	3.5	3.6	3.5	4.5	3.7	3.5	3.5	+
14	4.0	3.8	4.0	4.5	4.0	3.9	4.1	+
15	3.5	3.4	3.5	3.9	3.7	3.5	3.6	+
16	3.5	3.5	3.4	3.6	3.7	3.4	3.3	+
17	2.9	3.2	2.9	3.1	3.1	2.8	2.9	*
18	2.9	3.1	2.8	3.1	3.0	2.8	2.8	*
19	3.4	3.4	3.4	3.0	3.3	3.5	3.4	
20	3.2	3.5	3.1	3.3	3.4	3.2	3.1	
21	3.2	3.2	2.9	3.0	3.2	2.8	2.9	
22	3.0	3.4	2.9	3.2	3.2	2.9	3.0	
23	3.0	3.3	2.9	3.0	3.2	2.9	3.0	
24	4.1	4.1	4.1	4.7	4.3	3.9	4.1	+

Item #1 was an identification item.

Effectiveness of the Program

Respondents indicated that the implementation level of the program as inserviced was 3.6 on a 5-point scale. The majority of inservices were held on minimum days or after school. Presentation skills of facilitators was rated 3.4 and interest levels of the workshops 3.0. Support from site administrators, central office administrators and facilitators was rated 4.1, 3.7 and 3.9 respectively. Self involvement in the program was rated a 3.5.

For the most part staff indicated (3.5) they understood the purpose and requirements of the Race/Human Relations program and received assistance in writing their action plans if necessary. Concerns expressed were related to the usefulness of the staff orientation packet and video tape (2.7), the degree to which materials actually met staff needs (2.9) and the degree to which staff felt their efforts would be recognized by interested parties (2.9).

Evaluation of the three strands of the program were comparable with Strand I receiving slightly higher ratings. Staff also indicated a high rating of 4.1 in support of integrated education for students of different racial groups.

Staff rated the appropriateness of the workshop content a 3.0 and the degree to which the materials met their needs a 2.9.

Satisfaction With The Program

As mentioned previously, satisfaction with the 3 strands was rated 3.2, 3.2 and 3.0 respectively. The overall satisfaction rating for the staff program was rated 3.0 on the 5-point scale. More detailed information is provided in the following section.

Overall, for the staff program, 10 relative survey strengths were identified and three relative weaknesses. A survey item was considered to be a strength if its mean score rating was 3.5 or higher. Relative weaknesses were those mean score items less than a 3.0 on the survey.

Staff Program Relative Weaknesses (less than 3.0)

- Usefulness of the staff orientation packet and video tape
- Degree to which staff feels their efforts will be recognized
- Degree to which materials adequately meet their needs

Staff Program Relative Strengths (3.5 or greater)

- Organization of the workshops
- Support for the program from site administrators
- Support for the program from central office administrators
- Support for the program from facilitators

- Degree actually implemented through the action stage
- Willingness to involve themselves in the program
- Degree to which they understand purpose of the Race/Human Relations program
- Degree to which they understand requirements of the action plan
- Degree to which they received assistance, if requested, in writing the action plan
- Degree they value an integrated education for students of different racial groups

Open-Ended Responses: Strengths and Weaknesses

In addition to survey item mean scores, staff were asked to identify, in their opinion, the major strengths and weaknesses of the program. Survey comments were read and analyzed to determine if any categories of response could be determined. The following is a summary of that data.

Major Strengths of the Staff Program:

- The goals and objectives of the program.
Staff indicated they agreed with the need for the program. Many expressed satisfaction with a standardized, developmental and sequential approach.
- The awareness received from the program.
Staff discussed both self awareness and their awareness of other racial/ethnic groups.
- Interaction and involvement of staff
Staff commented on the involvement and interaction of their staffs and the degree of participation at the sites.
- The facilitators
Frequent comments complimented the district race/human relations facilitators, their skills and ability to do a difficult job.
- Specific workshops
The most mentioned activity related to a specific workshop was the Personal Profile System. All comments directed at this activity/workshop were complimentary. Staff found the activity both useful and interesting.
- Understandings and changes in attitudes and behaviors observed by some
Staff spoke of changes they have observed on their staffs which they felt were related to the program. In some cases

the information provided enhanced staff understandings; on other occasions behavioral or attitudinal changes were commented on.

- The organization of the program
Some commented they particularly liked the organization of the program and the fact that the district had a structured program. Other comments related more directly to the specific organization of workshops or inservices.

Major Weakness of the Program

- Staff resistance to the program
Comments centered around individual site staff members, administrators and/or central office personnel who resisted, opposed or did not show support for the race/human relations program. Staff apathy was a concern.
- Facilitator skills
While facilitators were frequently mentioned as a strength they were also listed frequently in the weakness section. Staff mentioned the need for better trained facilitators in the area of race relations.
- Central office communication about the program
Staff indicated that communication about the program and its requirements was not always clear nor timely. Comments were directed toward the delay in starting up the program. More direction was needed from the administration of the program.
- Lack of relevance
Many comments indicated that the staff felt the activities did not often relate to the goals and objectives of the program. Some felt the program was idealistic or unrealistic. Not enough relationship to students was mentioned.
- The mandate
Staff in many cases reacted to the fact that the program is a mandated or forced one. Many employees expressed the desire to go back to site-developed plans and activities. They resisted the generalization of the same program for everyone just because it was mandated.
- Feelings by staff
Teachers often expressed that they felt "talked down to or at." They wrote that the district was insensitive to their skills and didn't recognize sites or individuals who had worked successfully with race relations for many years. Others commented that it was not their job to teach race relations and that the district should concentrate on basics (reading, writing, mathematics). Many others felt that schools that had successful programs in the past were being punished by the mandate for the same program for all based on those few sites that didn't have enthusiastic programs. Many were concerned that the pro-

gram emphasized differences and could be divisive.

- Time consuming

The program according to staff is very time consuming and appropriate resources aren't always provided to implement it properly. Other comments mentioned the program is too rushed.

- Small group discussions

While the Personal Profile System was listed as a strength, staff frequently indicated they did not like or didn't feel small group discussions were useful. Others indicated they were just tired or bored with the repetition in the program. Staff also did not feel the video presentations were effective.

- Certificated/classified inservices

Many employees felt the inservices for certificated and classified employees should be conducted together and not separately.

Survey Respondents' Recommendations for Improvement

The final question on the survey was an open-ended item which provided opportunities for respondents to make recommendations for program improvement.

An analysis of staff recommendations was conducted. The following recommendations were the most frequently stated.

- Allow sites to develop their own plans and activities

Staff felt there was more relevance and creativity to site-developed plans. Some suggested mandated plans only for those schools that didn't have effective site-developed ones. Others suggested more teacher involvement on the development of plans.

- Reduce the requirements and number of hours necessary to implement the plan

In addition, staff felt some staff members should be given credit for their previous knowledge and/or experiences.

- Continue the program as is

Many respondents expressed satisfaction with the district efforts and encouraged the district to continue and even expand the program.

- Eliminate the program in Race/Human Relations

A large number of staff suggested the program be terminated. Many indicated the focus should be on students, not staff. Staff often emphasized the need to teach basics, not race relations.

- Shift the emphasis

Some felt there should be more of an emphasis on "race" while others felt this was divisive and the concentra-

tion should be on similarities, not differences. It was difficult to establish a trend in this area.

- Involve the community
Staff suggested involvement of more parents, community agencies and specialists of different cultural groups.
- Encourage more participation
Staff emphasized more participation and interactions between staff and student, classified and certificated personnel, central office and administration in general.
- Better trained facilitators
Respondents suggested better training for race/human relations facilitators and more facilitators working with fewer schools. This was coupled with a request for improved inservices.
- More follow-up and supervision of plans
Staff felt this would increase participation, enforce the mandate and improve effectiveness. Staff strongly suggested recognition of successes.

CONCLUSIONS

Based on the analysis of the survey of the Staff Development Program in Race/Human Relations returned by 767 respondents, the following conclusions are drawn:

1. A three-strand (Personal, Classroom and Institutional) program was developed and implemented in 1982-83.
2. The effectiveness of the orientation to the program was rated 3.2 on a 5-point scale with a "5" being a high evaluation.
3. Respondents rated the implementation level of the program a 3.6 on a 5-point scale.
4. The overall satisfaction level with the program was 3.0.
5. The staff program, in general, received higher ratings than the student program, "Conflict."
6. Staff identified 10 relative strengths of the program compared to three relative weaknesses based on mean score item responses.
7. When provided open-ended opportunities to identify strengths, staff indicated
 - the goals and objectives of the program
 - the interaction and involvement of staff
 - the facilitators
 - specific workshop settings

- understandings and changes in attitudes and behaviors observed
- the organization of the program

8. Weaknesses identified through open-ended items were:

- staff resistance to the program
- facilitator skills
- central office communication regarding the program
- relevance of the program
- the fact that the program is "forced" or mandated
- teachers' feelings that they are disregarded, not recognized, not involved and not respected
- time involved in implementing the program
- small group discussion methods
- separate inservices for classified/certificated staff.

9. Some of the staff recommendations for program improvement were:

- allow for site developed plans
- reduce the requirements/hours
- continue the program as is
- eliminate the program
- shift the emphasis of the program
- involve the community more
- encourage more participation
- provide better training for facilitators
- provide more follow-up and supervision of the plan.

RECOMMENDATIONS

1. As the district enters its second year of a centrally developed program it is recommended that sites be given clear, systematic and complete descriptions of the program and its requirements by the program leadership.
2. Implementation of the program needs to take place in a more timely manner. Sites should at this stage move right into their plans for 1983-84.
3. Teachers, staff and sites are sometimes feeling left out of the process. Examine ways to involve them more. Also consider recognizing jobs well done so that employees know their efforts will be rewarded. At the same time more evaluation and supervision of the program is needed to identify sites that have not fulfilled the requirements of the mandate.
4. Review the content of the program and its relevancy to the district goals and objectives. If the content, goals, and objectives are synchronized, then determine if the outcomes are relevant

to staff and students in school settings.

5. Continue efforts to provide for well-trained and carefully selected race/human relations facilitators through performance evaluation by established procedures. At the same time continue efforts to improve the quality of the inservices provided by the Community Relations and Integration Services staff. This effort should not only review the substance of the inservice but the methodology as well.
6. Evaluation of the Staff Program needs to be expanded beyond the survey stage for 1983-84. To provide better and more timely evaluation data, Evaluation Services and Community Relations personnel need to determine program evaluation needs early or/ and establish a design which provides usable data.

PART II

LONG-RANGE GOALS --BASELINE YEAR

3.

OBSERVATIONS AT SCHOOLS-- RACIAL MIXING AND QUALITY OF INTERACTION

OBSERVATIONS AT SCHOOLS - RACIAL MIXING AND QUALITY OF INTERACTION

DESIGN

It was the purpose of this component of the evaluation design to examine two issues:

1. The degree to which racial mixing occurred or did not occur at school sites
2. The quality of interactions observed between students and adults.

These two issues are important parts of the long-range goal of the Race/Human Relations program in the San Diego Unified School District. Further, these concerns are not unique to this district but are in fact of national interest as one investigates the degree of integration or "resegregation" which takes place at desegregated or integrated school sites. Besides contributing to that body of evidence, this report purported to:

- Establish a baseline during the 1982-83 school year
- Provide correlational data in conjunction with the implementation of the centrally developed staff/student programs in race relations

In order to provide this baseline, the actual behaviors of people had to be observed. The qualitative judgments of professional people for this component is far superior to a paper-and-pencil test or survey. Nevertheless, it was necessary to guide the observations by a clear definition of what was to be observed, training for observers, and an appropriate observation instrument.

The Instrument

An extensive review of the literature did not turn up an appropriate instrument; hence, the development of a district instrument for assessment. A three-part observation instrument was developed and field tested in the fall of 1982 (Appendix C) by Evaluation Services Integration and District Programs Unit. This instrument was used to train three-member observation teams which consisted for the most part of an administrator from Evaluation Services, a school site representative, and a staff member from Community Relations. Attempts were made in the majority of cases to provide racial balance to each team and to have both male and female members on each team. The instrument used a seven-point scale to assess:

1. Racial Mixing
 - a. In the classroom
 - b. At lunch
 - c. During recess
 - d. On school grounds
 - e. Among staff

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2. Quality of Interactions

- a. Student-Student
- b. Student-Adult
- c. Adult-Adult

3. General Assessment

- a. Racial mixing
- b. Quality of interactions

For the purpose of this study, school grounds were defined as all settings (library, media center, counseling centers, etc.) other than the classroom, and adults were considered all certificated, classified, and volunteer staff having contact with students. Although the term "racial mixing" is used on the instrument, teams were instructed to include human relations as well as race relations, including male/female balance and Title IX compliance.

Selected schools were notified five days in advance of the evaluation visit. Team members met briefly with the site administrator on the first day, conducted observations of the above contexts for the major duration of both days, and provided a brief exit interview and summary of results with the principal and selected staff at the conclusion of the visit. Copies of the school site evaluation were left at the school at the end of the visit. Ratings within each context of racial mixing or quality of interaction were based on the consensus decisions made during a team meeting held the afternoon of the second day. These ratings are reported here. Mean score ratings from 1-7 were determined for each site and cluster of sites. Prior to the training in the use of the instrument a score of "4" was designated as average and this was stressed in the training. Specific descriptions of observed behaviors were required for all below average or above average school ratings. In two instances questions were raised about the validity of the findings, either by the school or by the team. Follow-up was conducted or offered. In one case, the original team findings were supported and validated. In the other, the offer of follow-up was declined.

FINDINGS

Racial Mixing

Table 3.1 provides a summary of the mean scores in the area of racial mixing. On the average, classroom ratings were higher for both elementary schools and secondary schools (5.7 and 4.5 respectively). On the average, ratings for elementary schools were approximately one score higher than secondary schools. The general rating for elementary schools was 5.4; it was 4.3 for secondary schools. Breakdowns by treatment and comparison schools are also provided.

Table 3.1

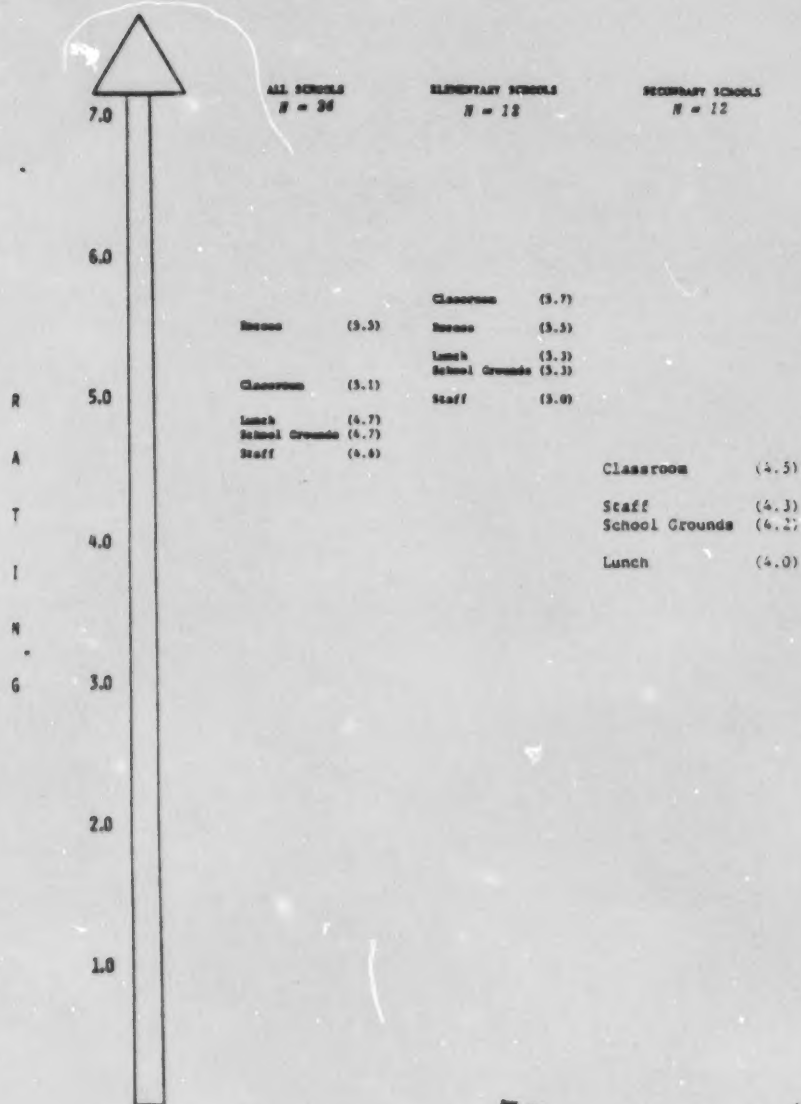
Summary Mean Scores

Part A: Racial Mixing

	TOTAL	ELEMENTARY	SECONDARY	TREATMENT	COMPARISON
In the Classroom	5.1	5.7	4.5	5.1	5.1
At Lunch	4.7	5.3	4.0	5.0	4.3
During Recess	5.5	5.5	N/A	N/A	N/A
On School Grounds	4.7	5.3	4.2	5.0	4.4
Staff	4.6	5.0	4.3	4.7	4.4
General Ratings	4.9	5.4	4.3	5.2	4.6

Figure 3.1 provides a scaled rank order of total ratings, elementary school ratings and secondary school ratings.

Figure 3.1
Rank Order Ratings
by
Context in the Area of Racial Mixing
 (High to Low)



While classroom ratings were highest for both elementary and secondary schools, elementary ratings were higher. Note should also be made that while staff mixing was second ranked for secondary schools and fifth ranked for elementary schools, the elementary rating of 5.0 was higher than the secondary rating of 4.3.

Figures 3.2 through 3.7 provide summaries of the number of schools receiving ratings of 1-7 within each context area of racial mixing observed. Of the 24 schools visited, ten received average or below-average ratings; 14 received above-average to excellent ratings

Figure 3.2

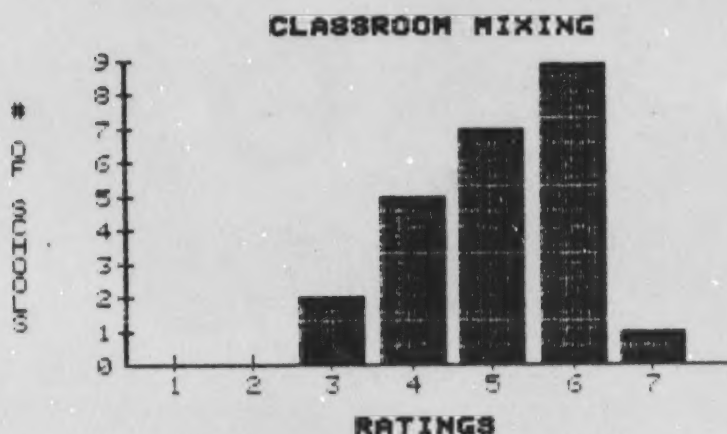


Figure 3.3

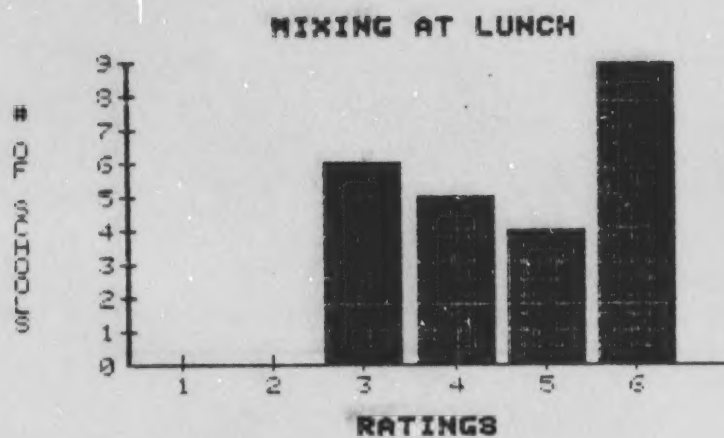


Figure 3.4

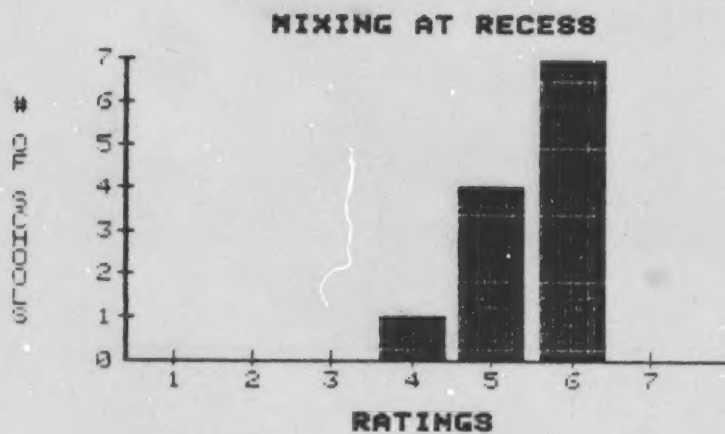


Figure 3.5

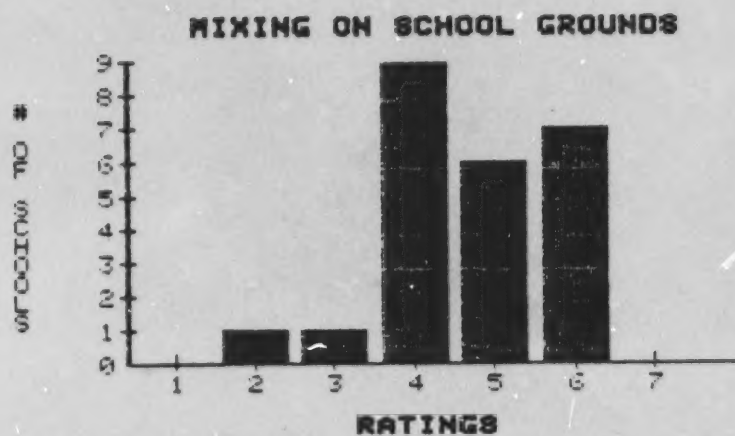
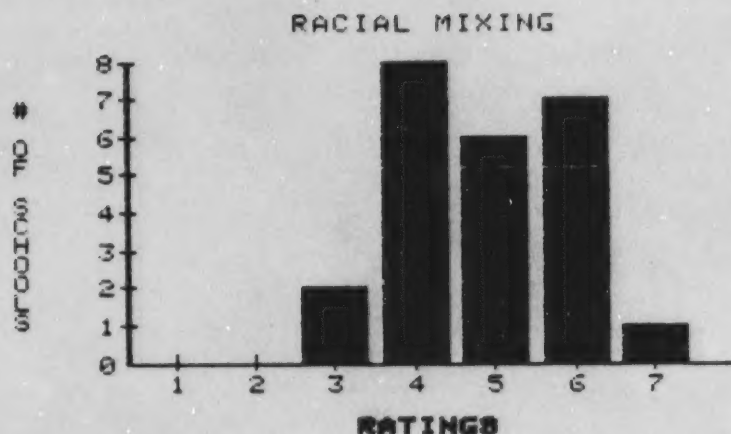


Figure 3.6



Figure 3.7



As mentioned previously, elementary ratings were consistently higher than secondary school ratings. Figures 3.8 through 3.11 indicate the different ratings elementary and secondary schools received. The mixing of students at lunch and on school grounds was noticeably lower rated at the secondary sites. Of the 12 elementary schools in the study, two were rated average overall in racial mixing and ten were rated above average to excellent, with one school receiving a "7" rating. Secondary schools, on the other hand, had eight of the 12 schools rated average or below and four with above-average ratings.

Figure 3.8

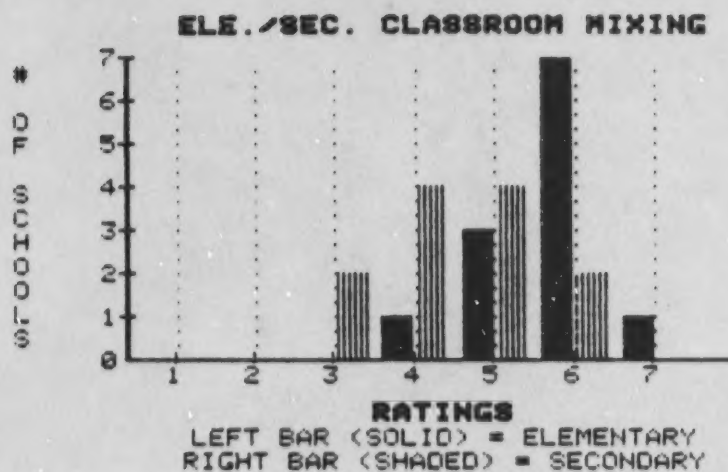


Figure 3.9

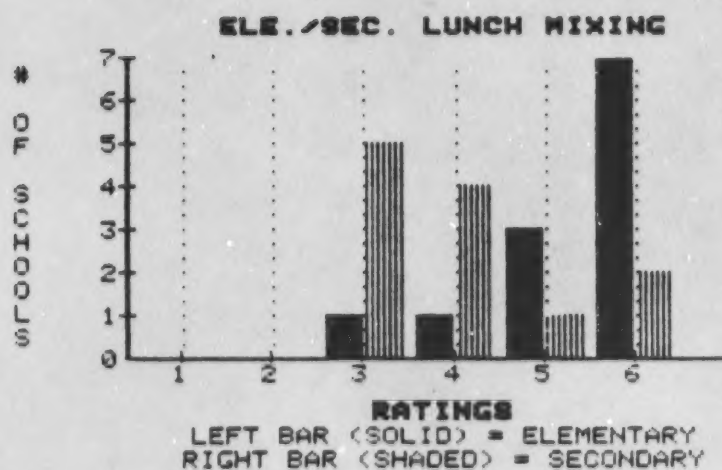


Figure 3.10

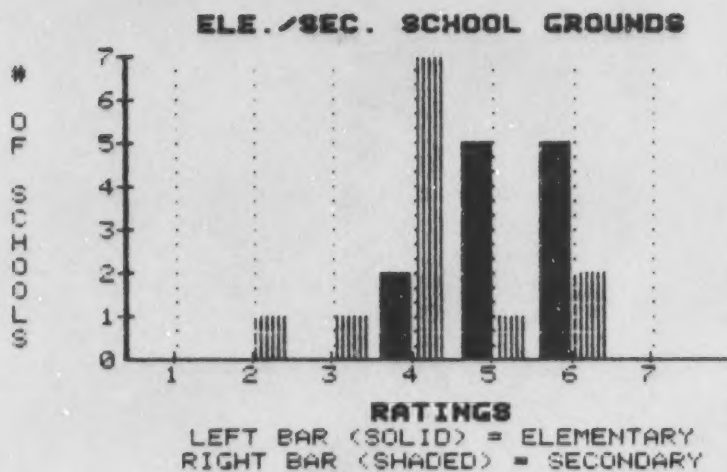
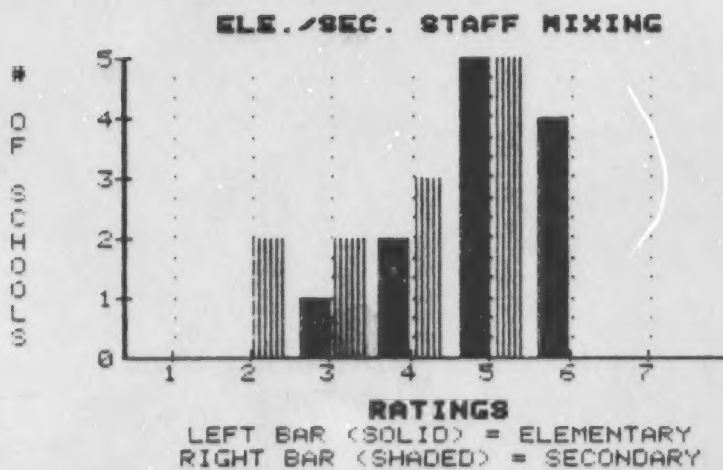


Figure 3.11



Quality of Interactions

Assessments were also made of the quality of interactions observed at the 24 sites. Table 3.2 summarizes the mean scores for all schools combined, elementary and secondary schools, treatment and comparison schools. The general rating in the quality area was 5.2 on a scale of 7. Elementary schools received a mean rating of 5.8; secondary schools, 4.7. In the quality area, elementary schools once again received an average rating approximately one score higher than secondary schools in each area observed.

Table 3.2

Summary Mean Scores

Part 2: Quality of Interactions

	TOTAL	ELEMENTARY	SECONDARY	TREATMENT	COMPARISON
Student - Student	5.5	5.9	5.0	5.6	5.3
Student - Adult	5.3	5.8	4.9	5.6	5.1
Adult - Adult	5.0	5.4	4.5	5.2	4.3
General Rating	5.2	5.8	4.7	5.3	5.2

Although ratings varied, no rank order differences were identified in the area of quality of interactions. The highest quality observed was between student and student. The student-adult relationship was closely rated to the above. Note should be made that a limitation of this study was that limited time for adult-adult observation was available. For the most part, teaching adults were observed with students. Limited observation of work-rooms, lounges, and faculty dining areas occurred when compared to classroom or student-related activities. Figures 3.12 through 3.15 display the number of schools receiving individual ratings. Figures 3.16 through 3.19 show elementary/secondary breakdowns. Overall, 17 schools received ratings higher than average and seven at or below average. Of the 12 elementary schools, 11 were above average compared to six secondary schools.

Figure 3.12

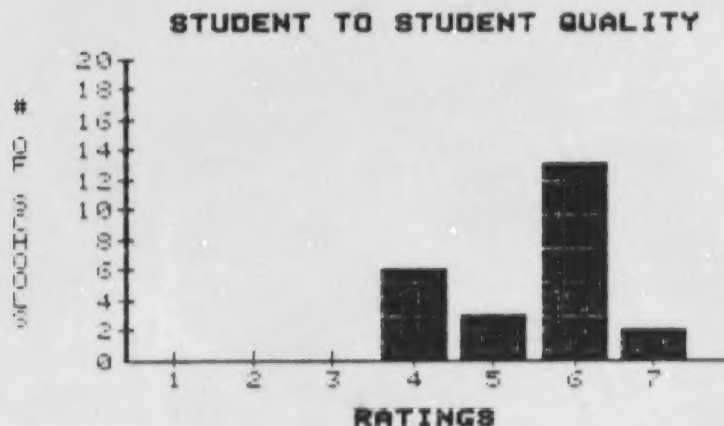


Figure 3.13

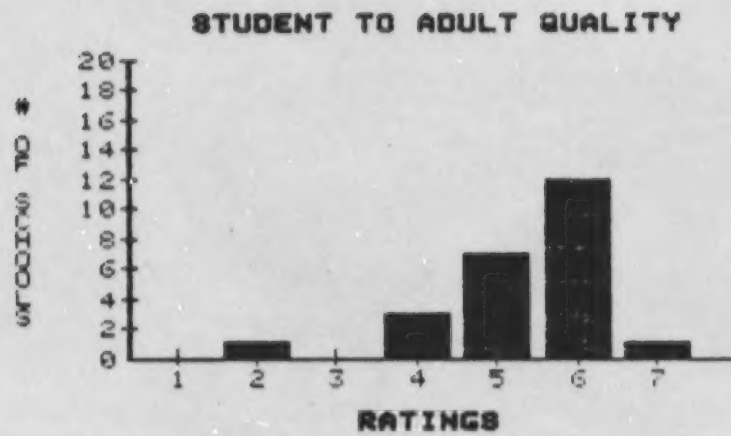


Figure 3.14

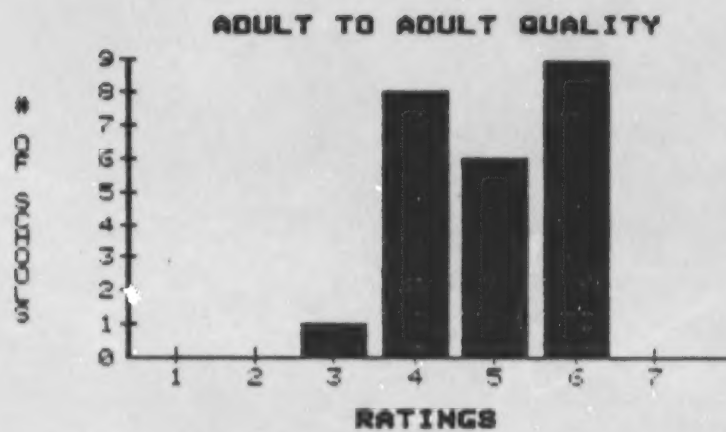


Figure 3.15

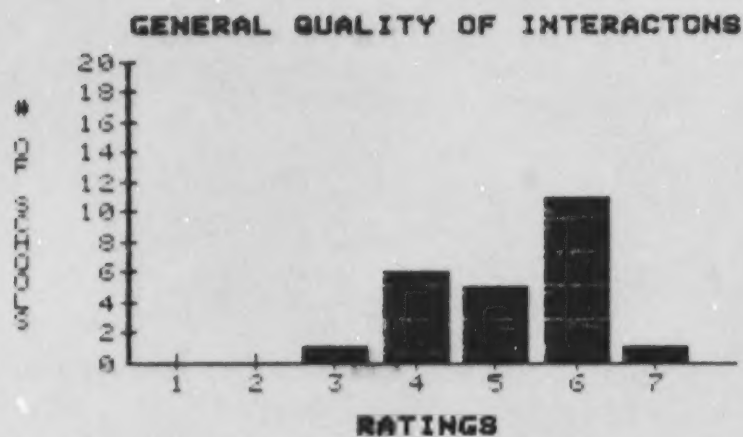


Figure 3.16

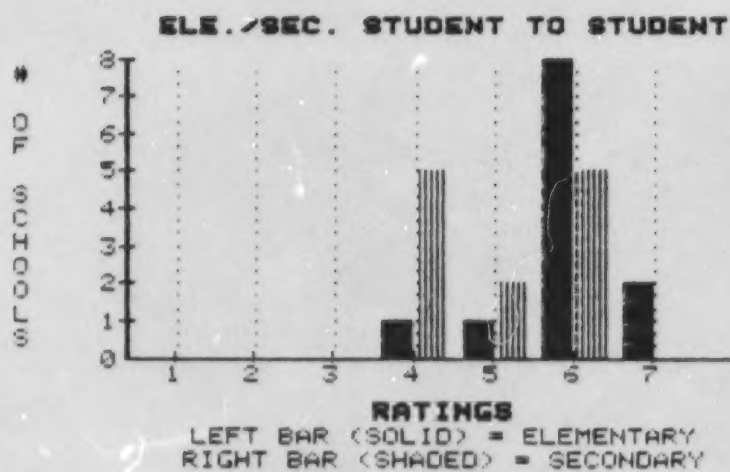


Figure 3.17

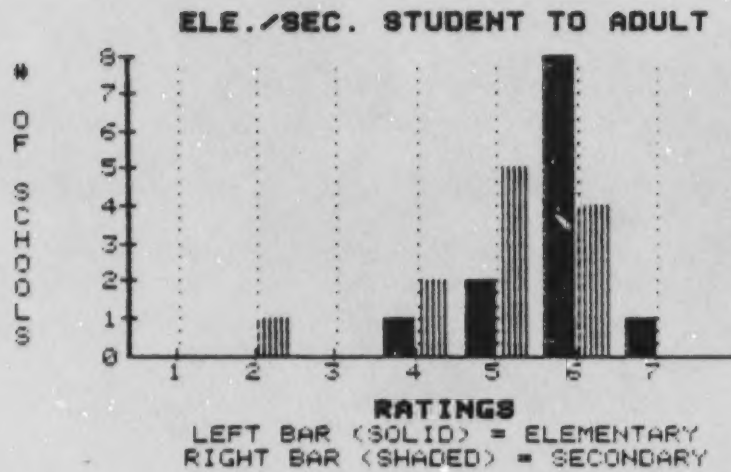


Figure 3.18

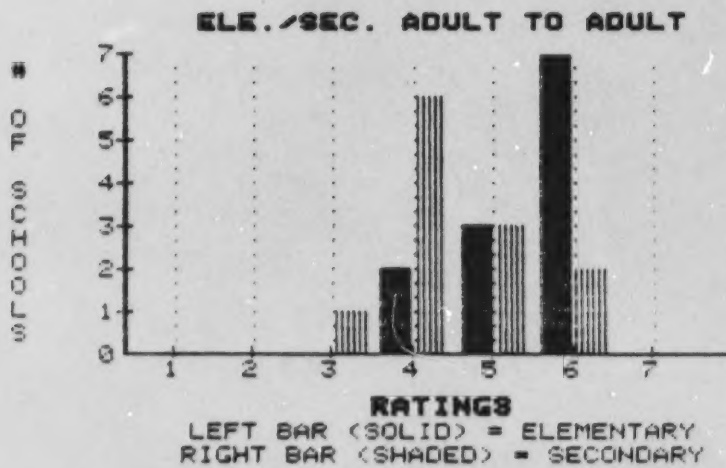
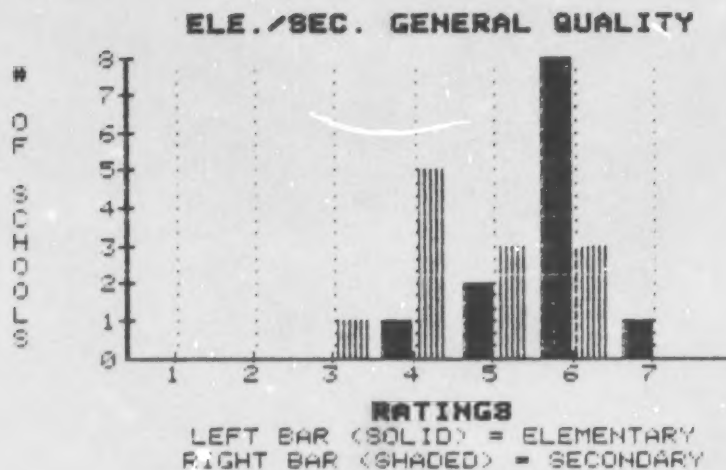


Figure 3.19



Significant Differences

A chi-square test of statistical significance was run on grouped ratings to determine if the differences in elementary/secondary, treatment/comparison groups were significantly different or those that would be expected.

The ratings for elementary and secondary schools were grouped into two categories:

1. Number of schools with above-average ratings (5-7)
2. Number of schools with average or below ratings (1-4)

Chi-square tests were run in the areas of classroom mixing, lunch mixing, mixing on school grounds, staff mixing and general mixing ratings. An additional set of chi-squares was run in the quality areas of student-student, student-adult, adult-adult and general quality of interactions.

The results indicated that significant differences occurred in three areas of racial mixing:

- At lunch (d.f.=1, $\chi^2=6.04$, $p=.01$)
- On school grounds (d.f.=1, $\chi^2=6.04$, $p=.01$)
- General racial mixing (d.f.=1, $\chi^2=4.29$, $p=.04$)

In all three cases, elementary schools received significantly higher ratings. No significant differences were found within any area of quality interaction or between the distribution of racial mixing scores and quality of interaction scores.

A similar analysis was conducted to determine if any differences occurred between treatment and comparison schools. No significant differences were found in any racial mixing or quality of interaction areas between treatment and comparison schools.

Descriptors

Appendix D provides a complete summary of evaluation team observation comments in the areas of racial mixing and quality of interaction. Comments are categorized by elementary/secondary and treatment/control.

A review of the individual content comments provides selected examples of specific observations which led to individual school ratings. Selected unedited comments are provided below which reflect some of the trends noted in the data.

Racial Mixing in the Classroom

"Given the low percentage of minority students, mixing occurs as much as possible. No evidence of racial slurs or putdowns. Work groups are well mixed racially. There were few bulletin boards reflecting multiracial contributions or themes; however, good use of multiracial models in bulletin boards."

"While the percents of minorities are low, the school has handled the mix very well. It was observed that academic groups are for the most part, racially mixed."

"Multiracial bulletin boards were not evident. Generally speaking, students were fairly well racially mixed in classes. Some tendency for Asian students to cluster together and to separate themselves by sex. Advanced classes seem to have disproportionate representation of White and Asian students."

"Most classes observed had good racial mixing. Students were seated with a variety of other students. ASB leadership class was racially mixed. Conversation was generally across racial lines. Advanced classes and some Special Ed. classes visited did not reflect the racial mix of the school. Advanced--a preponderance of majority. Some classes had few minority students and little interracial interaction. Activity classes (i.e., P.E.) looked very good. Special Ed. settings reflected a disproportionate amount of minority students."

Racial Mixing at Lunch

"Tables were generally mixed by race, grade level and sex. Parent luncheon was enjoyable and impressive. Students preparing the parent lunch were racially balanced and parents of different racial groups attended. Kids respond well to each other, talk freely and comfortably. Conversations were across all lines. Children appear happy and well behave."

"Some racially separate, i.e., White and Mexican, White girls alone, particularly 5th and 6th. Average, similar to that throughout the district. Good lunch lineup provides for mixing. Students may sit where they please. One teacher eats with students. Volunteers and lunch supervisors aware of/interact with students."

"Most students eat with members of own race, but no separation, i.e., two groups would be seated next to each other with no space between. No hostile sounds or body language observed. No name calling heard. Lines are mixed, with no apparent separation. Cafeteria workers are all female, but a mix of Black and White. Some possible territories."

"Definite tendency for students to group racially at lunch and territorialism by Asian students was particularly evident. Lunch lines appear segregated. Again, communication across racial lines was limited. However, no hostility was observed."

Racial Mixing at Recess

"Students mixed and played together without any negative incidents. No signs of territorial boundaries. Recess seemed like a nice, safe environment. Students were helpful with each other. Older children were helping younger children and children were playing with and assisting a young, handicapped girl."

"Excellent mixing of all students during recess. No evidence of territorialism."

"Students play in racially mixed groups. A lot of cooperation in rainy day games. Ball games - group mixed. No conflicts observed; a couple of minor altercations--not racially based. Adaptation of 4-square game to equalize kids."

Racial Mixing on School Grounds

"Students walk and intermingle in racially mixed groups. Many bulletin boards reflected Brotherhood Week and Black History Week. However, many others lacked the use of multiracial models."

"Student center was excellent. Good mixing there and excellent multicultural displays. Limited number of kids between classes observed. VEEP students greeted in the morning and dispersed well to class. Students arriving from (name of school) tended to stay together for much of the day."

"Generally friendly environment. VEEP students greeted by designated staff and appeared comfortable and happy. Kids dispersed well from the buses to other areas to mix with the students. Not much multicultural contributions reflected on bulletin boards, showcases or media center."

"Kids observed walking together and sharing lockers were predominantly of the same racial group. Few multicultural bulletin boards and displays. Kids appeared comfortable on the grounds. Black student groups noticed in one area. Asian students in another. No distinct signs of territoriality observed--while groups were isolated on the grounds, they shared territory."

Racial Mixing of Staff

"A racially mixed staff representative of the population."

"There was only one minority teacher out of about 11. Interchange was easy. Only one male teacher. Many, many parent volunteers. Great degree of sharing and caring among and between staff. No adverse word about or from anyone."

"No minorities in clerical positions observed. No Black instructors observed in any classrooms. Difficult to observe mixing when not many racial minorities are present."

"Very few minority staff members to observe (appearance). Those we saw seemed to mingle well; no problems observed. Mix well among staff, both the minority and men/women across roles."

General Racial Mixing

"Excellent racial mixing in classrooms and a racially balanced staff. Good seating arrangements. Most classrooms had good

to excellent multicultural bulletin boards and displays. Some were limited. Racial mixing among staff and students was admirable. Teachers very personable with all children. Lunch and recess settings were outstanding. Excellent mixing. Children appear relaxed, comfortable and happy to be with each other.

"In structured situations, (classrooms, recess, school grounds), better than average degree of mixing. Students mix well; classes appear well mixed. In the less structured situations, (lunch, staff in lounges), less mixing but within average range. The average rating applies to staff and to the 'freer choice, less structured situations.' The above average rating applies to students and the more structured, intentional efforts the school is obviously making to have kids mix."

"The team had the opportunity to observe approximately 54 classroom settings, 2 lunches, Media Center, P.E., counseling/office, lounge, cafe and school grounds. Our observations led us to conclude that this school has good-to-excellent racial mixing in most settings. Kids mixed well in all settings, talked to and helped each other and expressed many signs of cross racial concern and affection. Very few signs of racial isolation. Limited isolation at lunch (a few tables) and near one restroom. Very few multicultural bulletin boards or displays observed. Little racial isolation or territoriality observed. There is a very good mixture at this school. (Name of school) seems to be one of the most multiculturally populated schools visited, including male/female interaction."

"Students tend to group racially at lunch and during passing periods and, to lesser extent, in classrooms. Very few bulletin boards reflecting multiracial contributions. No evidence of racial slurs or putdowns. Some evidence of racial territorialism, particularly by Asian students during lunch. Good contributions by all racial groups in class settings. Lunch lines are, for the most part, segregated. Minority staff is underrepresented and doesn't mix with other staff."

Student - Student Interaction

"Many instances of students exhibiting feelings of warmth and positive regard for each other across racial lines. Students seem very happy and comfortable with school."

"In all situations observed, student interaction was easy, positive, and constructive. Students of both sexes and all ethnic backgrounds played well together, worked together in groups, and seemed to enjoy each others' presence. There was no name calling, no fighting, no arguing."

"In the controlled environment of the classroom the interaction observations were outstanding. In the voluntary, less dic-

tated worlds of passing periods and lunch, the pull of ethnic groups became more observable. Students do move freely from group to group and appear to be comfortable and relaxed at school. Some strong evidence of territorialism before and after school and at lunch."

"Students seem to get along without racial hostility but do not initiate a lot of contact across racial lines. Students do seem to work cooperatively in classes. No evidence of racial animosity. Some evidence of territorialism during lunch."

Student - Adult Interaction

"Students and adults appear to have excellent rapport, are relaxed and comfortable with each other. Teachers provide opportunities for all children to participate and encourage all children to learn. Positive communication observed. Sense of humor observed in many rooms. Praise and discipline were distributed equally. Students were observed on several occasions helping in the classroom, lunch area and office. Custodian worked really well with students."

"Superior. There were many parents present on campus. Everyone seemed to work easily together. Correction of students was tactful and pleasant. No putdowns; no sarcasm."

"Teacher recognition and attention to students seemed equal and positive. No putdowns; no hostile or cross corrections. Classroom atmosphere was usually congenial. In some classes, an obvious lack of rapport, in some, an obvious lack of respect for the teacher."

"Most classrooms observed reflected generally high quality. Student/staff interaction on campus was open. Teachers demonstrated concern, caring for all students. Opportunities provided for all kids to participate. Kids treated as individuals, not groups. Students were friendly toward their teachers and the team. Discipline appeared to be equitably enforced."

Adult - Adult Interaction

"Not much time to observe staff interaction. At lunch the teachers observed left the evaluator with a sense that you look after and out for each other and obviously passed it on to students. The office staff, teachers, custodian and other adults were receptive and more than friendly towards the team."

"Some separation, hard to tell how much exclusionary or just simple choice. Certainly no unpleasanties. Some people extremely warm and friendly. Some more reserved. Certainly none were observed to be unfriendly to each other. Overall, good interaction and seemingly good relationships."

"Staff friendly, positive, professional. Greet each other, talk highly of each other and speak highly of the school."

"The large campus scattered adults fairly well and little adult-to-adult interaction observed. Office staff very friendly and receptive to the team. Teachers were also receptive as well. Those staff members observed at lunch and preps, appeared comfortable and relaxed."

General Quality of Interaction

"All interactions observed appeared positive both with students and adults. No alienation observed. A true sense of helpfulness and caring were felt by the team. Students care about learning and each other. Teachers reflect similar behaviors of caring and helpfulness. Verbal support and appreciation expressed equally. (Name of school) appeared to be a good school for any student regardless of race, color or sex. A very enjoyable and pleasant two-day visit."

"Student - student received highest ratings. Student - adult above average. Very positive interactions overall; a few exceptions are noted. Adult - adult, fairly typical of the district. Good, positive interactions were observed."

"The team in the past two days observed good-to-very-high quality interactions between kids and adults in all settings. Teachers and staff showed positive regard for all racial groups, permitted opportunities for quality mixing in class settings, and most students voluntarily interacted well at lunch and in settings on the school grounds. Staff and students appeared calm, relaxed and happy to be (at this school). The extent of the mixing has enhanced the naturalness of interactions, has led to high quality situations. Comments from many expressed how 'lucky' they felt to be at this school. The team agrees. A beautiful site with excellent administration has set a positive multiethnic atmosphere."

"Both excellent and poor interactions were seen. Although there do not appear to be overt problems across racial lines, there are strained interactions among all groups (adults, students). Student rudeness to teachers was observed, as was undue tolerance by teachers of student misbehavior. While there appears to be mutual acceptance, there is not warmth, enthusiasm generally, although there are some individuals who interact well with others. Students were friendly to visitors."

CONCLUSIONS

Based on the analysis of the 24 team observations the following conclusions are drawn:

1. Racial mixing across the 24 schools observed was rated average to above average.
2. Elementary ratings were consistently higher than secondary ratings both in the contexts of racial mixing and the interaction areas.
3. Significantly higher ratings were achieved by elementary schools in the areas of racial mixing in three contexts:
 - at lunch
 - on school grounds
 - general racial mixing.
4. No significant differences were found between elementary and secondary schools in the quality areas. Ratings were generally above average.
5. No significant differences were observed between treatment and comparison schools.
6. Schools observed for the most part received average to above average ratings for mixing and quality of interaction.
7. Some degree of "resegregation" is occurring both at elementary and secondary sites. The problem is more prominent at the secondary level.
8. A few instances of non-compliance with Title IX regulations were found.
9. Some classroom settings were more isolated than others, usually those which were based on some form of ability grouping.
10. The number of minority teachers proportional to the school site ratio were fewer than expected.

RECOMMENDATIONS

It is recommended that:

1. The district and school sites continue their positive efforts to enhance both the racial mixing and quality of interactions which is occurring at school sites.
2. School sites, perhaps as part of their Race/Human Relations action plans, address the need to increase interactions at lunch, on school grounds and in more instructional settings.
3. Additional schools be assessed by evaluation teams during 1983-1984.
4. A follow-up visit be conducted during the spring of 1984 to schools which received below average ratings.
5. Staff development programs be provided to staffs in order to develop techniques to address the problems of "resegregation" at K-12 sites.
6. More racially proportionate role models, both certificated and classified, are needed at our schools, especially sites with significant bused-in "minority" populations.

4.
STUDENT PARTICIPATION IN SCHOOL ACTIVITIES AND LEADERSHIP POSITIONS

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES AND LEADERSHIP POSITIONS

DESIGN

One purpose of the baseline component dealing with racial mixing and quality of interaction at school sites was to answer the question: "Does racial mixing exist?" In an attempt to discover whether racial mixing exists in terms of student participation in school sponsored activities and leadership positions, the principals of the secondary schools involved in the Race/Human Relations Evaluation were asked to complete Student Participation Rosters and Student Leadership Rosters (See Appendix E). The information required on the activities rosters included: Name, Racial/Ethnic Code, Sex, and Resident/Non-Resident status. Principals were asked to provide information on students in the following activities:

Drama	Choir
Speech	Other Music Groups
Yearbook	Drill Team
Journalism/Newspaper	Winter Season Athletics Teams
Band	2 clubs of their choosing

Leadership rosters required the same information as Activities rosters, and additionally, requested Position, Organization, and whether the position was Elected or Appointed. Principals were asked to provide information on students in the following leadership positions:

- ASB Officers
- ASB Representatives
- Class Officers
- Club Officers
- Song and Cheerleaders

It was recommended to principals that they distribute the forms to persons in charge of the activities at their site. Leadership rosters were received from all secondary schools in the study, and Activities rosters were received from all but one site.

FINDINGS

Figure 4.1 and Table 4.1 provide a summary of the percents of male/female enrollments in the treatment group, comparison group, and combined groups. On the average it appears that female participation in activities is approximately 10 percentage points higher than their population.

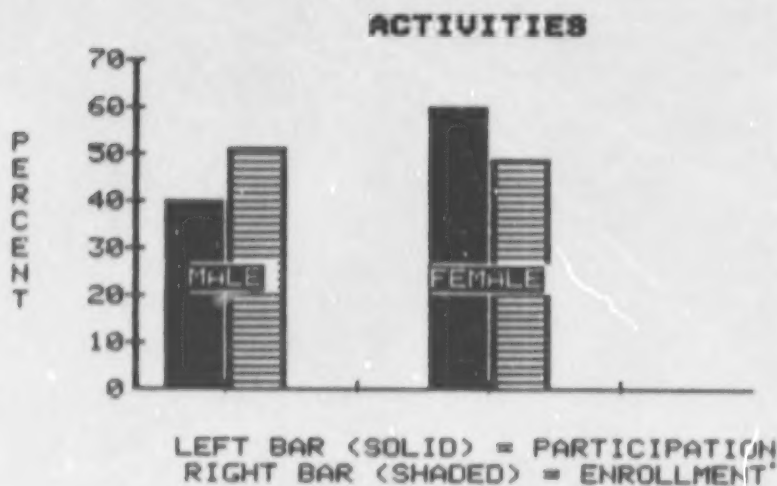


Figure 4.1

Table 4.1

Comparison of Male/Female Participation in Activities
and School Enrollments* - Percents

	Male %	Female %	Total N
Treatment Group Participation	39.1	60.9	2109
Treatment Group Enrollment	50.5	49.5	8958
Comparison Group Participation	40.7	59.3	2018
Comparison Group Enrollment	51.9	48.1	7027
Total Group Participation	39.9	60.1	4127
Total Group Enrollment	51.1	48.9	15985

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

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Figure 4.2 and Table 4.2 provide a summary of the percents of male and female participation in elected leadership positions as compared to male/female enrollments in the treatment group, comparison group and combined groups. Once again, female participation is at a higher rate than their population with variance ranging from 11 percentage points for the treatment group to more than 19 percentage points for the comparison group.

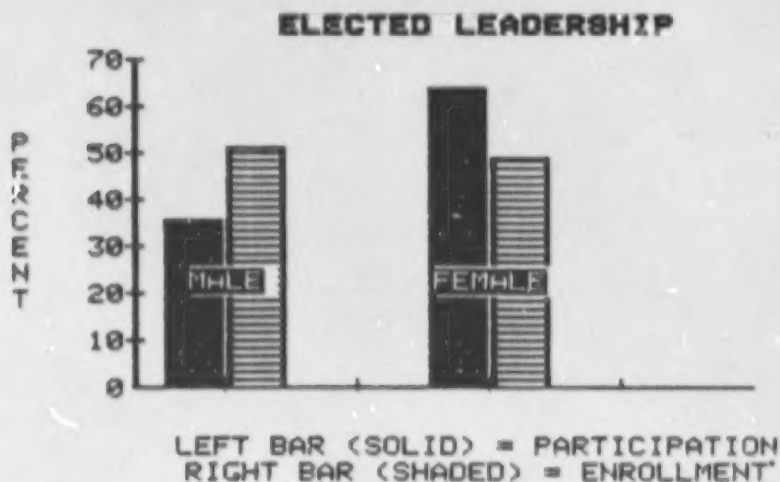


Figure 4.2

Table 4.2

Comparison of Male/Female Participation in Elected Leadership Positions
and School Enrollments* - Percents

	Male %	Female %	Total N
Treatment Group Participation	39.5	60.5	370
Treatment Group Enrollment	50.5	49.5	3958
Comparison Group Participation	33.1	66.9	490
Comparison Group Enrollment	51.5	48.5	8041
Total Group Participation	35.8	64.2	860
Total Group Enrollment	51.0	49.0	16999

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

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Figure 4.3 and Table 4.3 summarize the percents of male and female participation in appointed leadership positions as compared to male/female enrollments in the treatment group, comparison group, and combined groups. It should be noted that the numbers of students in appointed positions is considerably less than those in elected positions. Again, female participation is markedly higher than their population with a difference of approximately 23 percentage points and almost 28 percentage points for the treatment and comparison groups respectively.

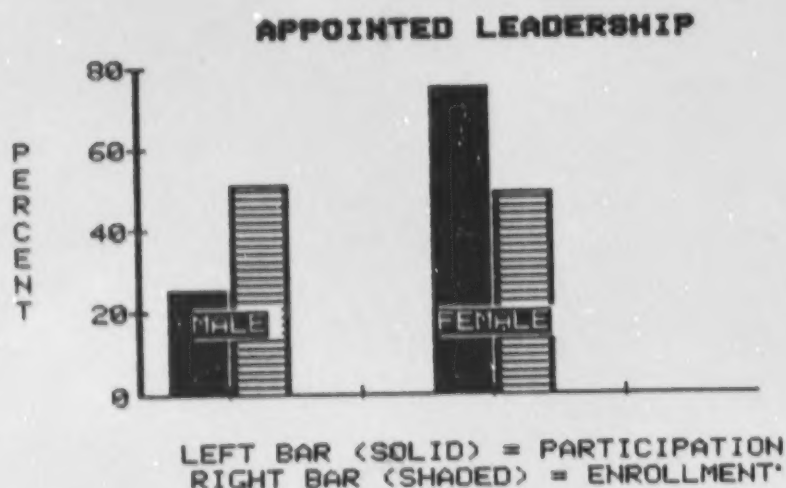


Figure 4.3

Table 4.3

Comparison of Male/Female Participation in Appointed Leadership Positions
and School Enrollments* - Percents

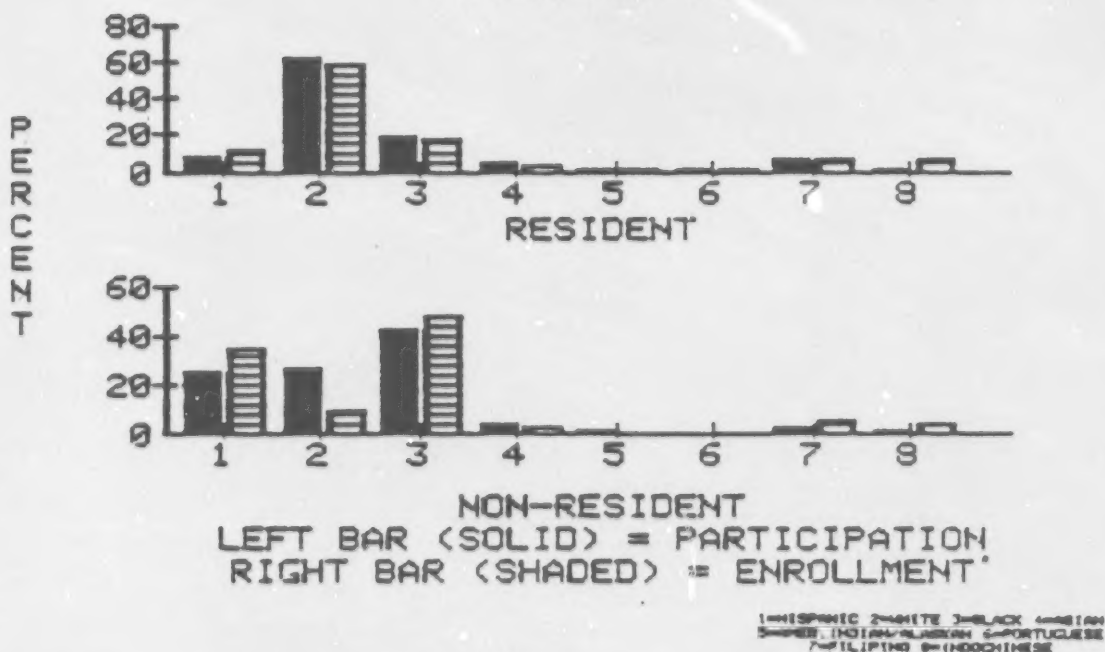
	Male %	Female %	Total N
Treatment Group Participation	27.3	72.7	110
Treatment Group Enrollment	50.5	49.5	8958
Comparison Group Participation	23.8	76.2	147
Comparison Group Enrollment	51.5	48.5	8041
Total Group Participation	25.3	74.7	257
Total Group Enrollment	51.0	49.0	16999

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Figure 4.4 and Table 4.4 summarize the percent of resident and non-resident participation in activities as compared to resident/non-resident school enrollments in the treatment, comparison, and combined groups by ethnicity. For the resident population, Whites (2) are slightly over-represented, while Hispanics (1) and Indochinese (8) are slightly under-represented as compared to their respective enrollments. For purposes of this analysis, "over-represented" will refer to a disparity between participation and enrollment percents with a group participating at a higher rate than would be expected based on their population. "Under-represented" would refer to such a disparity where the group participated at a lower rate than would be expected. This pattern is more apparent in the non-resident population with the White (2) group markedly over-represented and the Hispanic (1) and Black (3) groups clearly under-represented.

Figure 4.4

ACTIVITIES



*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Table 4.4

Comparison of Resident/Non-Resident Participation by Ethnicity in Activities
and School Enrollments* - Percents

	1	2	3	4	5	6	7	8	Total N
	%	%	%	%	%	%	%	%	
Resident Participation									
Treatment	7.3	65.2	14.0	4.3	.3	.3	7.9	.6	2014
Comparison	7.4	58.9	22.0	3.4	.5	.8	4.7	2.4	1903
Combined	7.4	62.2	17.9	3.9	.4	.6	6.4	1.5	3917
Resident Enrollment									
Treatment	11.3	58.7	15.4	3.4	.2	.1	7.4	3.5	8787
Comparison	10.6	56.1	17.7	2.8	.4	1.2	3.5	7.6	7701
Combined	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*									
Treatment	15.8	24.2	53.7	2.1	0	0	4.2	0	95
Comparison	33.3	28.4	30.4	4.9	1.0	0	0	2.0	102
Combined	24.9	26.4	41.6	3.6	.5	0	2.0	1.0	197
Non-Resident Enrollment*									
Treatment	31.9	2.1	51.5	2.3	0	0	10.0	1.2	439
Comparison	34.4	13.1	43.8	2.0	0	0	.2	6.5	541
Combined	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VFEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

*Enrollments from Sending/Receiving Analysis Report - 4/19/83

81

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER INDIAN/ALASKAN 6-PORRUGUESE
7-FILIPINO 8-CHINESE

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Table 4.5

Comparison of Resident/Non-Resident Participation by Ethnicity in Elected Leadership Positions and School Enrollments* - Percent

	1	2	3	4	5	6	7	8	Total N
	%	%	%	%	%	%	%	%	
Resident Participation									
Treatment	12.0	57.8	12.5	5.7	.3	0	7.4	4.3	151
Comparison	2.7	65.4	17.5	2.0	0	1.1	3.7	2.6	456
Combined	9.5	62.1	15.4	3.5	.1	.6	5.3	3.3	807
Resident Enrollment									
Treatment	11.3	58.7	15.4	3.4	.2	.1	7.4	3.5	8787
Comparison	10.6	56.1	17.7	2.8	.4	1.2	3.5	7.6	7701
Combined	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*									
Treatment	15.8	10.5	52.6	5.3	0	0	15.8	0	19
Comparison	3.2	18.7	54.8	3.2	0	0	0	0	11
Combined	8.0	28.0	54.0	4.0	0	0	6.0	0	50
Non-Resident Enrollment*									
Treatment	13.9	2.1	51.5	2.3	0	0	10.0	.2	439
Comparison	34.4	13.1	43.8	2.0	0	0	.2	6.5	541
Combined	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

Enrollments from Sending/Receiving Analysis - 4/19/81

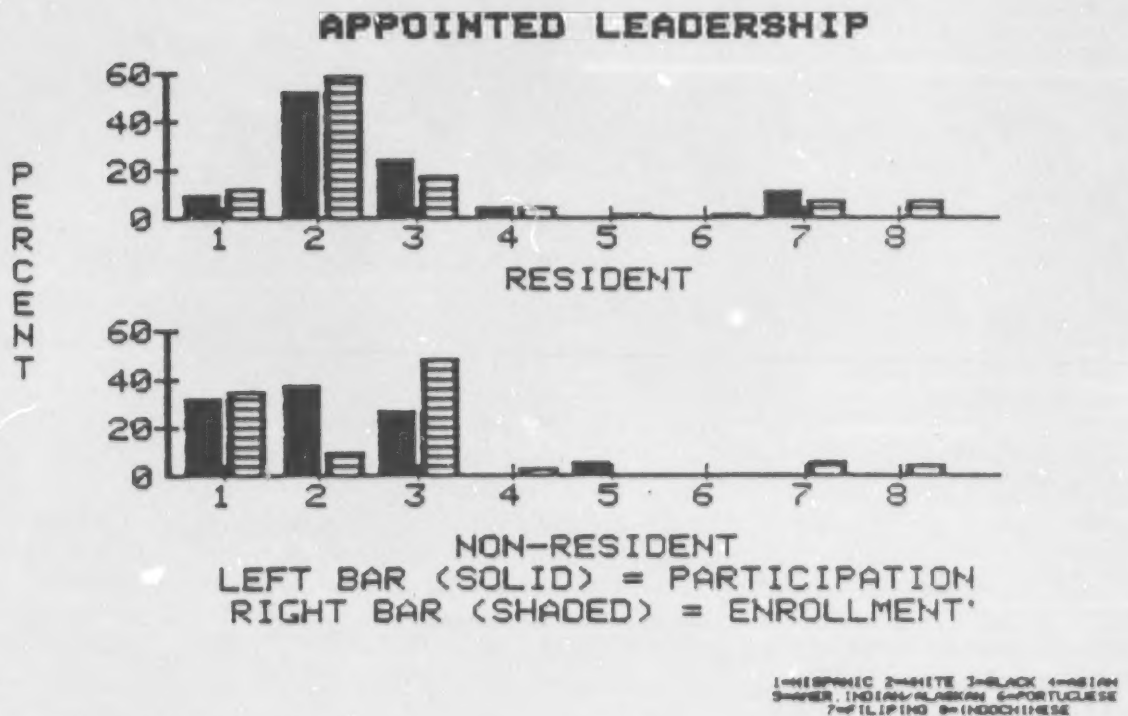
85

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER INDIAN/NA ASKAN 6-PORTUGUESE
7-FILIPINO 8-INDONESIAN

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Figure 4.6 and Table 4.6 summarize the percent of resident and non-resident participation in appointed leadership positions as compared to resident/non-resident school enrollments in treatment, comparison, and combined groups by ethnicity. Among residents, both Hispanics (1) and Whites (2) are somewhat under-represented, while the Black (3) and Filipino (7) groups are somewhat over-represented. However, among non-residents, the White (2) group is markedly over-represented, while the Black (3) group is markedly under-represented. One caution in examining and interpreting non-resident data in Table 4.6 would be that the sample sizes are very small.

Figure 4.6



*Enrollments from Sending/Receiving Analysis Report - 4/19/83

Table 4.6

Comparison of Resident/Non-Resident Participation by Ethnicity in Appointed Leadership Positions and School Enrollments[†] - Percents

	1	2	3	4	5	6	7	8	Total N
	X	X	X	X	X	X	X	X	
Resident Participation									
Treatment	6.9	58.4	12.9	5.9	0	0	12.9	3.0	101
Comparison	9.6	46.3	31.6	2.2	0	0	8.8	1.5	136
Combined	8.4	51.5	23.6	3.8	0	0	10.5	2.1	237
Resident Enrollment									
Treatment	11.3	58.7	15.4	3.4	.2	.1	7.4	3.5	8787
Comparison	10.6	56.1	17.7	2.8	.4	1.2	3.5	7.6	7701
Combined	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*									
Treatment	25.0	62.5	12.5	0	0	0	0	0	8
Comparison	36.4	18.2	36.4	0	9.1	0	0	0	11
Combined	31.6	36.8	26.3	0	5.3	0	0	0	19
Non-Resident Enrollment*									
Treatment	33.9	2.1	51.5	2.3	0	0	10.0	.2	439
Comparison	34.4	13.1	43.8	2.0	0	0	.2	6.5	541
Combined	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

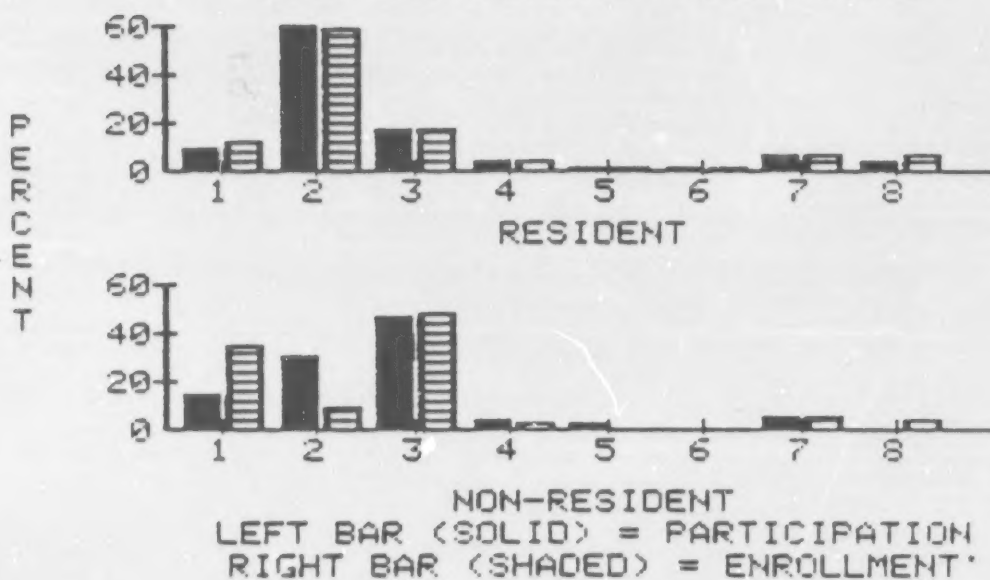
[†]Enrollments from Sending/Receiving Analysis Report - 4/19/81

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER INDIAN/NA ASIAN 6-PORINNESS
7-FILIPINO 8-PACIFIC ISLANDER

Figure 4.7 and Table 4.7 summarize data from Tables 4.5 and 4.6 by presenting the percents of resident and non-resident participation in all leadership positions as compared to resident/non-resident enrollments for all schools by ethnicity. It is apparent that, for the resident population, representation is fairly consistent with enrollment for all ethnic groups, with the largest disparity being 2.3 percentage points. However, some very clear disparities emerge from the non-resident data for Whites (2) being over-represented and Hispanics (1) being very under-represented.

Figure 4.7

ALL LEADERSHIP POSITIONS



*Enrollments from Sending/Receiving Analysis Report - 4/19/83

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMERICAN INDIAN/ALASKAN 6-PORTRUGUESE
7-FILIPINO 8-VIETNAMESE

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Table 4.7

Comparison of Resident/Non-Resident Participation by Ethnicity in All Leadership Positions
and School Enrollments[†] - Percents

	1	2	3	4	5	6	7	8	Total N
	X	X	X	X	X	X	X	X	
Resident Participation	9.3	59.7	17.2	3.6	.1	.5	6.5	3.1	1044
Resident Enrollment	11.0	57.5	16.4	3.1	.3	.6	5.6	5.4	16488
Non-Resident Participation*	14.5	30.4	46.4	2.9	1.4	0	4.3	0	69
Non-Resident Enrollment*	34.2	8.2	47.2	2.1	0	0	4.6	3.7	980

*Two schools (one from each of the comparison and treatment groups) are not included in this data since neither was a VEEP receiving school nor a Magnet school and data on the ethnicity of students on Special Attendance Permits was not available.

†Enrollments from Sending/Receiving Analysis Report - 4/19/83

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-PHILIPPINO 8-INDOCHINESE

It should be noted that participation in elected leadership positions is affected by participation in activities since many of the elected leadership positions are officers of clubs and organizations. Thus, disparities which occur between participation and enrollment in activities would be expected to carry over to elected leadership positions. However, this certainly would not account for the striking differences between non-resident Hispanic participation in activities (24.9%) and their participation in elected leadership positions (8.0%). Nor would it account for the differences between non-resident Black participation in activities (41.6%) versus their participation in elected leadership positions (54.0%).

CONCLUSIONS

The patterns which seem to emerge from the data most vividly would be:

1. Resident and non-resident Hispanics are under-represented in both activities and leadership positions as compared to their population.
2. Resident and non-resident Whites are over-represented in activities and elected leadership positions.
3. Non-resident Black students are under-represented in appointed leadership positions and activities. Resident Black students are over-represented in appointed and elected leadership positions.
4. Resident and non-resident Indochinese are under-represented in both activities and leadership positions.
5. Females are consistently over-represented in both activities and leadership positions as compared to their population.

RECOMMENDATIONS

It is clear that program planners need to direct attention to the trends noted above. Planning needs to give attention particularly toward the disparities that exist between male participation and enrollment and both Hispanic and Indochinese participation and enrollment. It may be valuable to survey students themselves to attempt to gain further insights to these disparities.

5.

INTERVIEWS WITH ADMINISTRATORS ABOUT INSTITUTIONAL PROCEDURES

INSTITUTIONAL PROCEDURES

INTERVIEWS WITH ADMINISTRATORS

According to the program description, the Race/Human Relations program addresses:

"(a) multiethnic education, and (b) knowledge and performance of personal, classroom, and institutional practices which foster harmonious racial integration."

The same document gives the following rationale.

Rationale

"Researchers and educators in the fields of multiethnic education and integration have long recognized that at the heart of any successful integration effort is a trained, knowledgeable, and committed staff. Staff development in race/human relations is designed to prepare educators for the important task of helping students acquire healthy racial attitudes. These healthy attitudes are a prerequisite for attaining our nation's democratic ideals. The California State Department of Education affirms that 'The school is the critical public agency in the process of educating for a diverse society' (1977)."

In a 1976 position statement, in which its own guidelines for multiethnic education were presented, the National Council for the Social Studies expressed this view:

"The school, as the formal educational institution of the society, has an important role to play in reducing the tensions and the injustices, including the misgivings about self, that result from unexamined ethnic beliefs and attitudes. To fulfill that role, more is needed than a course or two on ethnic groups. The entire school must be infused with concern and action--to build awareness of ethnicity as one source of the diversity within our national society; of the contributions of that diversity, as well as why it is a source of tension and dissension; and of the sense of identity and personal pride that many can and do derive from their sense of ethnic identity. The last point is especially crucial for those whose ethnic identity is involuntary because physical attributes do not allow an easy merging with the majority, even if desired."

DESIGN

"Institutional Procedures" was selected as a goal of the program to be evaluated. A commonly used way to evaluate institutional procedures is policy

analysis. A practical approach for the school site level is to inquire about the application of those procedures at the school level from the person or persons responsible for setting and carrying out the procedures. The person responsible for the procedures at the school site is the principal, although some procedures are appropriately delegated to others.

A set of interview questions was prepared based on the topics below and the questions of goals. The principal of the school was notified that during the observation team visit to the school, he or she should set aside about an hour to meet with the team leader for an interview. The principals had the option of including other staff, vice-principals, counselors, etc. at their discretion. Some took the option; some did not (or did not have other administrative staff). Interviews were conducted with from 1 (principal) to 5 persons at each school site. An initial analysis showed no large or patterned differences between treatment and comparison schools, so findings are reported for the total group of 24 schools. On some questions, differentiation is made between responses of elementary and secondary schools.

The following procedures were selected for inquiry:

- Student Selection for Awards and Leadership Positions
- Student Scheduling and Assignment to Classes
- Monitoring of race/sex balance of classes
- Techniques to insure sex equity in the advising process for academic advising
- Duties and responsibility of Counseling Staff
- Suspension reasons and procedures
- Techniques to reduce disciplinary rates, repeated suspensions, conflicts, particularly conflicts of a racial nature.

Research on effective schools has consistently pointed out the importance of both the setting and the communication of school goals. School goals which emphasize the importance of basic skills or academic skills as the primary goals of the school are cited consistently by schools judged to be effective in the research literature. An introductory question was asked about the goals of the school.

The findings are presented by responses to questions in the interview, with conclusions summarized at the end.

FINDINGS

Goals

Briefly, what are the goals of your school?

Principals were able to articulate the goals of the school. Most listed basic skills or a quality academic program first. Integration was listed by half of those interviewed, and some discussed race/human relations or human relations skills.

How are students selected for award or leadership position? (Two questions were asked in this area).

On the basis of the responses to these questions, there would be no barriers to students having access to awards or leadership positions when the students decide to put forth the effort and show interest. There are no guarantees that biases might not appear in some instances, but there were no built-in biases in the processes described. Student popularity with other students is, of course, a major indicator for those offices which are elected. Overall, there does not appear to be reason for concern in the process cited. Examples of student award or leadership positions are explained by interviewees are:

<u>Position</u>	<u>Process Reported</u>
Student Council	Selected by students (or teachers at some elementary schools)
Student Council Officers	Students who want to run for office must have a petition signed, then run for election either by grade level or by student body
Good Citizen award	Selected by teachers and principal based on attendance records. Recommended by teachers for service to school as lunch monitors, flag monitors, library aides, office monitors, etc.
Cheerleaders	After minimum requirements for grades and citizenship are met, cheerleaders are elected by students.
Principal's Steering Committee composed of staff, students, parents	Appointed by principal
Chairs of Committees	Elected or chosen within ASB or Student Council (for student activities such as proms, ASB balls, etc.)
PTSA	Student representative, appointed by PTA
Ethnic Advisory Committee to Principal	Appointed by Principals or Vice-principals
Junior Olympics	Medals earned for performance
Spelling Bee	Spelling skills
Patrol	Parent and teacher recommendation, plus scholarship and citizenship
Coupons to students for daily achievement	(e.g.) clean campus committee, selected by teachers

<u>Position</u>	<u>Process Reported</u>
P.E. awards for winning teams	On basis of team record
Departmental awards	For academic excellence, chosen by teachers
Club officers	Some elected, some appointed by teacher sponsor
Class officers	Elected by class student body at that grade level
Academic, citizenship, human relations award	Awards made by teacher or administrator. Some awards, particularly at Secondary, are selected and made by private organizations
Editor of newspaper	Selected on the basis of previous work and appointed by teacher (journalism)
Team captains	Selected by coaches on basis of ability of game and working with people

Scheduling of Students

Are students grouped? If so, what are the criteria?

An initial analysis showed 15 out of 24 schools responded yes to this question. On examination, the responses of eight of those schools listed their grouping criteria related to special needs/special program (such as Special Education, Gifted, Chapter 1) or they re-ponded to the question of grouping as grouping within a class once students are assigned.

An example of the latter would be students placed in reading groups and students placed in math groups within a class. Of the remaining seven schools which assigned students to class on a particular basis, two schools indicated that students were grouped by AGP level, two schools assigned students to math and science classes by scores on tests. Three schools indicated that students were placed in classes according to achievement criteria, including test scores, grades, teacher recommendations and established prerequisites.

How are continuing students assigned to classes each year (at the beginning of the year?)

One secondary school offered the following, to explain what the school does:

- "1. We start early, and work with the Department chairs as to what will be offered.
2. We develop a booklet with class prerequisites listed, and this

is published for the students.

3. The counselors meet with the students, and go over the requirements.
4. Students must get parent signatures.
5. Exemption from prerequisites must be signed by teacher.
6. Students then meet with the counselor individually.
7. On the basis of this information, we supply numbers for the master schedule which goes into the computer.
8. We work with counselors on the master schedule.
9. We mail the student schedules home during the summer, and the students can come in and discuss their schedules."

An example of a junior high or middle school procedure for the coming year is as follows:

1. Near the close of the school year counselors visit all students through a class (for example, the social studies classes or the English classes) to review the requirement, course options book, etc.
2. The student receives a planning card.
3. The student meets with the counselor, then gets parent signature on card and turns it in.
4. A master schedule is built and students are assigned to classes. For fifth graders or sixth graders (whatever the entering grade), counselors usually make trips to the elementary schools and, in addition, provide an orientation session for students and parents at the new school (the middle or junior high school).

How are new students assigned to classes when they enter your school after the beginning of the year?

Elementary

When assigning at the elementary level, five schools look at achievement level first. Then the classes are balanced by numbers. In other words, if the class where a child would be placed by achievement level is full or is the largest class in number, the newly enrolling child would be placed in a smaller class. There appears to be some contradiction here with responses to the preceding question that indicates that children are, for the most part, not grouped in classes by achievement. Three elementary schools indicate that they look at the numbers first to place the incoming child in the smallest classroom, then look at balance to see if placing the child in that classroom would create some type of imbalance or would help to equalize an imbalance. Two small schools indicated

that there is one classroom per grade, hence, not much choice as to which classroom, and the emphasis then becomes the appropriate grouping or redeployment once the child is assigned to a classroom. One school indicated a deliberate balance is intended on the basis of race, sex, and achievement.

A cross analysis note is advisable here. In the classroom observations, several elementary schools were noted to have the balance by sex (number of boys; number of girls) listed on the chalkboard in the rooms. These classrooms did not, however, have the balance by race or ethnic group listed. When discussing their class assignment policies, no preference was noted for the balance by sex as being more important than balance by ethnic group; perhaps the listing of boys and girls serves no purpose other than habit. That is, if the person making the assignment to classes must check office records or a computer printout for other information, such as racial balance, they could just as well check the gender information also. This practice should not be continued.

Secondary

At the secondary level, the counselor plays a primary role in the assignment of students to classes when the student enters after the beginning of the year. Three schools indicated that the counselor checks the records of the incoming student, then assigns the student to appropriate classes. Four schools had essentially the same response with the addition of parent input and student interest as considerations before the student is placed in classes. There is still the necessity of balancing classes by number if possible, but the emphasis was placed more on placing the student in classes appropriate for the needs, previous experience, prerequisites, requirements, etc.

To what extent are the following used in the assignment of students to classes?

- Teacher recommendations
- Grades
- Test scores
- Student choice
- Parents' requests
- Other

Among the elementary schools there was little difference in the overall weighting of factors used to assign students to classes. Teacher recommendations received the heaviest consideration ranging from 60-90% of the decision. One comparison school gave a higher rating to test scores than to teacher recommendations. This was the only response which varied from the pattern.

The junior high schools use a varied weighting pattern in class assignments. There is not a common factor of agreement. Computer scheduling was valued at 55% of the decision in one treatment school while parent requests were given a value of 50% at a comparison school. The major difference between elementary schools and junior high schools was that student choice received some weight at all of the junior highs except for one minority-balanced treatment school which reported that its students had little choice.

High schools reported the heaviest weighting for factors like graduation requirements, prerequisites, or electives involved. These factors were responsible for as much as 75% of the decision. Student choices were important in all

of the responding schools. Other factors received less consideration.

Is there a person on your campus who monitors the race/sex balance of classes?

Almost all schools reported that a designated person was responsible for monitoring the balance of classes with regard to race and sex.

In 22 schools which responded yes, the principal was the person responsible in thirteen schools, with the vice-principal named in three cases. Two schools designated the counselor, one school a teacher and counselor together. Three say that each teacher is responsible for watching the balance and letting the administrator know if an imbalance occurs. One school reported that the administrator, counselor, teacher and secretary are all responsible for watching the balance. Such a multiple responsibility could be a very good system or could result in no one actually taking the responsibility.

Several of those interviewed commented that it is very difficult particularly at smaller schools. Some schools in a military community noted that they have to be concerned about balance as to military/civilian as well as race/ethnic/sex balance in classes. One secondary school noted that VEEP students are often more in need of basic skills and that complicates the balancing of classes.

From whom do students receive advice about what courses to take?

Most elementary schools indicated that this question did not apply to them.

In one elementary school, if a student wants to change classes (transfer), the student must write a letter to the principal explaining why the change is desired. The principal writes a response to the student after checking on the situation and making a decision. Several letters were shown to the interviewer.

In the secondary schools, the counselor is generally the person named the one from whom students receive advice. One high school noted several sources: the counselor, the career center, colleges and universities, and parents.

Opportunity

What techniques have you found successful in insuring that minority students and students of both sexes are fully aware of their abilities to enter professions formerly dominated by whites or the opposite sex (i.e., women into male-dominated fields, men into female-dominated fields, etc.)?

Of the twenty-four schools, fourteen gave explanatory or strong responses to this question; ten were judged as insufficient or weak responses. The category of strong responses included: adults as role models who are aware of and free from sex stereotyping and racial biases; individual counseling or counseling combined with specific materials; involvement of community members and community groups; and those which gave multiple techniques in their answer. Each response was categorized, and there were a total of 38 responses because nine schools listed multiple techniques. Of the 38 responses, 11 were judged to be weak, and 27 to be strong responses.

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Strong Responses

Examples of responses in the strong category include:

Role Models of School Staff

Role model of staff who are free of stereotyping and racial bias. This idea of role models also applies to the above response with adults from outside the school on campus serving as role models in traditional and non-traditional roles. Some schools commented that they try to find speakers in non-traditional roles.

Role Models of Adults from Outside the School

Speakers on campus, parents in the classroom, community people and community aides in classroom, community groups involved, posters from Women's Opportunity Week.

Events

Career Fairs, Career Days were mentioned at several junior high and senior high schools. One principal, in discussing the opportunities that students have during a career day to talk with employers and review exhibits from all over San Diego County, made the following comment:

"This question cannot be answered in a simplistic manner. Occupations which have been formerly dominated by Whites have not opened up as much as one is lead to believe. Even with the affirmative action programs, the number of minorities going into middle and upper management positions have been very limited over the past decade."

Materials

Nine responses which related to use of materials included the following specific materials: Mini-Society, Career Planning Inventory, JOB-O and Career Planning Folder, ME to WE, The Person I Am and new textbooks. Comment about the new textbooks is quoted from an elementary school.

"The new textbooks are a big help (because) they emphasize women in men's roles and minorities in professional roles, that kind of thing. Book selections for the library promote career development in this area, so it permeated the school and curriculum."

Expanded Responses About Counseling

Individual counseling occurs, and individual contact with all VEEP students was

mentioned. In addition, a career center is available where students can get specific information or talk with counselors about careers of their interest. This is an example of how the responses were expanded to detail what counselors do instead of just responding that "counselors take care of it."

Weak Responses

Examples of weak responses included the following:

No answer was given by six elementary schools and one high school. It may perhaps be slightly more forgivable that the elementary schools did not have a response, but one high school was unable to respond to the questions. It is known there are no institutional techniques in place, so that what happens is by chance or because certain individuals might be aware.

Counselors were listed, without techniques or any specific definition of the function that the counselors carry out. This response gives no assurance that anything systematic is occurring, although some counselors may be providing excellent guidance. One school giving this answer also said, "Not much problem occurs at this site (but) we are very sensitive to this problem." One would expect if they were sensitive, they would express more specific information.

How do you assure that prejudice and sexism are absent from your academic advising process?

Eleven elementary schools did not answer (or were not asked) the questions. One elementary school said they had stressed Title IX to their teachers this year.

One assumes that elementary schools do not consider that they have an advising process since students are placed in classrooms for the day rather than by subject matter.

Five secondary schools responded in terms of people, usually the counselor on whom they depend. For example, responses included:

"Experienced counselor and three counselors who have learned Spanish"

"Counseling staff is very aware and sensitive in this area."

"Ethnically/sexually balanced team. They avail themselves of workshops to raise consciousness."

"Awareness on part of administrators and counselors." The administrator paused and then he added: "Also, things have changed--we'd chew 'em out if it happened."

Six schools responded in terms of techniques or processes used. Included in their responses were:

"Every attempt has been put forth. Counselors have attended

workshops on sex equity. Curriculum has been modified. Workshops avoid sexism. Efforts in music appreciation. The Principal keeps the males in line. We encourage staff members to read the latest literature on sex equity. We advise males and females to join groups together.

"Workshops have been held on these issues; we circulate reading materials; have had a book club emphasizing race human relations. We ask our staff to be aware of these things as they occur and try to do something about it."

Three principals gave answers which showed awareness and sensitivity to the problems with honesty about the difficulty of assuring equity when stereotyping can be quite subtle.

"This question is an on-going problem. As principals supported principals, we must continually remind ourselves and staff about the abilities of students. A few staff members have negative feelings about the abilities of minority students in achieving the middle class standard. Thus, it is important that staff members are reminded again and again about having high expectations for students. One of the big problems that I find is that some of the attitudes of the flower children of the 60's still prevail. There is a kind of looseness where staff members allow students to do things that are self-defeating, like allowing students to do his or her own thing, assigning little or no homework, using class time for activities other than educational goals, etc."

"It is not possible to assure that. I do when it isn't covered or when I do a lot of listening and try to look beyond the stereotypes." He was expressing a modeling of behavior which he hoped would be emulated by others on the staff.

"I don't want to concern, but this after the fact. We try to involve the counselor actively in the Race Human Relations program and address such issues there."

What are the roles, responsibilities, and procedures of your counseling staff and how much percent of time spent on each.

Counseling seems to vary greatly in the schools reporting with no clear pattern of response differing in treatment and comparison schools.

Elementary schools reported the majority of their counseling time was used to meet with individual or groups of students. The two exceptions to this were one comparison school which designated the counseling office as "the clearing house for all discipline problems" and one comparison school which reported 60% of its counseling activities at the elementary level included parent contacts, scheduling, and attendance.

The junior high schools did not differ significantly in responses from the comparison schools. Student supervision was reported as a duty

of counseling staff at the junior high school level and the time spent in academic or career counseling increased from that at the elementaries.

The high schools responded in a very similar manner whether they were comparison or treatment schools. Supervision was eliminated as a duty of the counseling staff and the major percentages of time were spent in career and academic counseling.

Suspensions

For what reasons would a student be suspended from your school?

Most administrators interviewed responded by indicating district policy, district guidelines, "reasons the Board has approved," the suspension form or by naming the offenses.

One was so specific as to say, "District Procedure No. 2645."

Among the offenses named were fighting, smoking, firearms or weapons on campus, defiance of authority, excessive consistent and/or continuous infractions of rules, drinking alcohol, drugs, assaultive behavior, firecrackers, major theft, abusive language, etc.

One gave an example, such as the grade book which was stolen and thrown into the sewer.

A second sentence in six responses referred to the practice of trying other disciplinary alternatives first and suspending a student only as a last resort. Actions tried first included parent contact, counseling, behavior plans, and alternative discipline programs.

To differentiate between those offenses which required the attention of the administrative office, examples of specific behaviors were cited in seven schools; the number of times a child has broken rules were cited in seven schools; severity of infractions in five cases (although it is implicit in the lists cited that severity is taken into account); both severity and number of infractions in two schools. It is obvious that in all but one school, teachers are expected to make the first effort or efforts with minor offenses, including contact with parents, and their own discipline rules of the classroom. But, if a child is disruptive or threatening to the class or anyone in the class, he/she is sent out immediately and given disciplinary attention by the office. In one school the response was, the child can be sent to the office for "anything that affects the teaching/learning climate. We do not live with problems. We encourage (teachers) to send them early. The students need to understand their role, and that they are limited in their rights. We demand effort, and that they face the consequences of their behaviors."

What do you do once a student has been sent to the office for disciplinary reasons to prevent a return of the same student?

Four schools mentioned counseling either by counselors or administrators or both. Parent contact was mentioned by one school. Fourteen schools discussed a combination of parent contact and counseling and some other procedures, such as group sessions held on certain days, behavior modification programs, services of

Social Advocates for Youth, attempt to determine the real cause of the problem, meaningful consequences, detention room, lunch clean-up, etc. One school gave an intriguing response, "bore them to death" (i.e., so that they will want to go back to class and not enjoy the trip to the office). Another intriguing response is that one high school had no response.

A similar question asked what the school administration was doing to reduce suspension and conflict situations at the school. One school gave a two-page handout of the list of school rules, with the implication that one makes the rules known so that students know what is expected of them. Another school has the same idea, by saying that a strong discipline code is a good preventive measure. The word "preventive" was used in responses of five schools, usually connected with preventive counseling, but sometimes used in a more general way, or with procedures like sending the rules home to be signed at the beginning of the year and at certain intervals. Referrals to community or social agencies are made when appropriate according to one school. Constant supervision was mentioned by one school as a good preventive measure, and assertive discipline by another principal. Group counseling, a counseling center or growth groups were listed by three schools both as preventive and as follow-up actions. Alternative programs were mentioned, such as in-school suspensions, behavior modification programs in which students must make a commitment to certain behaviors or an after-school work program.

A very interesting response from one school is that they are using the Kohlberg Model of Cognitive Moral Development. (Note: Lawrence Kohlberg of Harvard University has been conducting research and developing programs related to moral development across cultures throughout the world for over twenty years, and has some substantial results.) To explain the program, the principal indicated that students are presented with a moral dilemma periodically where they are able to share ideas about how that dilemma can best (and morally) be ameliorated. (Kohlberg's results show that, when placed with students at the next higher stage of moral development, students/people will or can improve their own stage of moral development. He has defined six stages and is working on a seventh.) According to the principal, the number of suspensions were more than cut in half after the use of this program.

Describe one racial incident or problem which occurred recently at this school and how it was solved.

Seven schools said that they had no problems or could not remember a racial incident. Five were elementary schools and two were junior high schools. Of these seven, two said they had fights of conflicts, but when they were investigated, it was determined that they were not racially motivated. Two other schools did not give incidents but said how they would handle/prevent them:

"Discussion and explanation of fact, counseling with student and when needed, with parents."

"Constant education and counseling, positive discipline, and an emphasis on appreciating differences."

For those schools which discussed incidents, the incidents were in the following categories:

Name calling or use of symbols (7)
Related to the neighborhood or brought in from the neighborhood (3)
Teasing or making fun of other students (2)
Group of students complaining of being picked on by school (1)
Overt actions (1)
Attacks (2)
Non specific with only the racial/ethnic groups mentioned (1)

Following are selected responses which show the types of incidents and the resolutions reported by the schools.

Name Calling

Two girls were fighting over a boy, then one called the other "you ugly ____". As the administrator talked through the problem, they discovered that the Black girl was very proud to be black, but the Filipino had problems with her identity. Through discussion a plan was worked out, and one girl received further counseling.

Name calling occurred on the playground of an elementary school at lunch. The counselor and administrator met with the group after lunch, talked, came up with different solutions and the students left with good feelings.

A Black boy and a White boy called each other names; both were third graders. Other students were so appalled that they repeated the names to their teacher and the teacher had a class discussion about alternate ways of dealing with the problem. That teacher then went to the teacher of the other student involved, and the second teacher also had a class discussion on the same issues. This problem never got as far as the office because the problem was handled in classes.

Outside Influences

Three cases, all at high schools, were related to off-campus activities or influences, from neighborhoods and/or gang activities. These cases occurred at predominantly majority schools and at predominantly minority schools. One interviewee spoke about frustrations of the problem and is quoted here.

"Over the past several years, racial incidents at ____ have been non-existent between student groups or between staff members and students. Most incidents have been in group problems, such as the proliferation of gangs in the neighborhood. Some gang activity has taken place among Black students, but more has taken place among Hispanic students, especially boys. The school has requested input and help from community organizations; however, little help has been forthcoming. This school has also asked for help from the San Diego Police Department; however, little help has taken

place. It is my perception that the Police Department has more of a cure than a preventative kind of program. Transferring the perpetrator of an incident can break the dynamics of the gang, at least as far as the school is concerned. Parent support has been minimal and in most cases parents admit that their hands are tied when working with their sons regarding such problems. One of the things that make gang situations difficult to deal with is a lack of information from the students involved and also denial from the parents that their sons are involved."

Teasing

Two examples were given of teasing on the part of Anglo students toward new foreign students who spoke different languages (Asian/Middle Eastern) or who were unaware of customs in United States. In these cases, one at an elementary and one at a junior high, the Anglo students were called in for discussion, but were also told that these behaviors would not be tolerated. Their parents were called.

Students' Complaints Against the School

In one case, at a high school, Hispanic students felt they were picked on, particularly with regard to suspensions. The groups were immediately called in for discussion. Records were shared, and the issues were discussed. The Hispanic students were also encouraged to become more involved in school activities and the ASB.

Overt Actions

One overt action cited was spitting and two were attacks. One action involved students spitting on other students at one elementary school. Discussion and time has resolved their problem. At a junior high, two boys attacked a girl and pulled her into the boys restroom; this incident resulted in disciplinary action and eventual transfers. At a high school, two groups were involved in after-school fighting. Discussions were held with leaders of groups. Then a school leader (not involved in the fights), a very bright Black youngster, served as a catalyst for the second round of discussions and eventual resolution of the problem.

CONCLUSIONS

1. Principals were generally able to articulate well the goals of their school, and emphasized the goals of academic achievement, particularly in basic skills and a successful integration program.
2. The reported procedures for student selection for awards and leadership positions indicate no built-in bias in the procedure. Since it is dependent on the judgment of individuals, individuals might exercise a personal bias, but that is not reflected by the procedures cited.

3. Responses to the questions of how students are assigned to classes, how students are grouped by what criteria, and the student scheduling process were confusing and unclear at many schools. It is possible that the procedures are quite clear, but not well explained, or that the procedures differ so widely that a clear picture did not emerge from the data. Interpretation is hampered by the lack of clarity.
4. Principals are responsible for the monitoring of the racial and sex balance in classes. It is more difficult at smaller schools and at schools which are more imbalanced in their total population.
5. Counselors are generally cited as the person from whom secondary students receive advice about the courses to take.
6. Schools were fairly evenly divided as to use of good techniques to insure that students are aware of abilities to enter any career unhindered by racial or sex stereotypes about jobs, careers, professions. Fifty-eight percent of the schools were able to give specific, strong responses to this question. The remaining forty-two percent gave weak responses or no response.
7. To assure the absence of prejudice and sexism, schools rely evenly on persons, usually counselors and on techniques, usually inservice workshops, reading materials, alterations to curricula. Three schools spoke to the subtlety of prejudice and sexism and the difficulty of assuring its absence.
8. Responses to the question of how counselors spend their time varied greatly. Elementary schools reported the majority of time is spent with individual students; supervision was added to the list of duties at the junior high level. Supervision was not a part of the duties at the senior high level where the involvement in academic and career advising is reported as the major expenditure of time.
9. Administrators were aware of and were consistent in the naming of reasons for suspensions of students. Although the procedures in preventing or implementing suspensions clearly vary from school to school, almost every school was able to give a clear procedure which they indicated works well for them. The administrators were specific and illustrative in their responses, and many of the measures used, both to determine when to suspend a student and to take action to prevent repeated occurrences would be judged to be good to excellent.
10. Seventeen schools were able to state examples of racial incidents and how the incidents were resolved. Seven schools said they did not have or could not remember any incidents. Incidents cited ranged from name calling to fighting, and some problems caused by influences outside the school. Resolution strategies included a range from discussion and/or counseling to disciplinary actions,

and according to the schools have been effective except for controlling the outside influences.

RECOMMENDATIONS

1. Further study of the student scheduling criteria for assignment to classes and actual procedures should be conducted.
2. Options for students to receive academic advice and to increase sources of information should be expanded.
3. More schools need to develop techniques and guidelines to insure students are not constrained by stereotyping in their choices of careers and fields of study.
4. Continued and/or greater attention needs to be given to insuring absence of prejudice and sexism in the advising process. Handicapism should be added. Further study of actual processes is warranted.
5. Further study of the role of the counselor is warranted.
6. Attention needs to be given to seeing that particular classes have appropriate ethnic and gender representation. For example, are gifted minority students referred and identified? How can classes which appear to be segregated be infused with minority representation? How can classes that appear to be overrepresented by minority students be altered appropriately while still insuring that student programs meet student needs?

6.

SUSPENSIONS OF STUDENTS

SUSPENSIONS OF STUDENTS

DESIGN

The Race/Human Relations suspension study utilized data collected from various district departments. Data bases included the monthly computer printouts of suspensions for September, 1982 through February, 1983 maintained by the Elementary and Secondary Divisions, as well as the February, 1983 computerized enrollment figures maintained by the Community Relations and Integration Services Department. Data collected were for all district elementary and secondary schools. However, for the purpose of this report only data from the twelve treatment and twelve comparison schools were used. All suspensions occurring in these 24 schools during the six-month period (Sept.-Feb.) were then analyzed.

Initially, for each suspension a number of variables were recorded: school (treatment/comparison), grade, sex, race, reason for the suspension, length of the suspension and whether the suspension was the first, second, third, etc. for that particular student during the 6-month period. Records were sorted and tallied by category and ethnicity. The resultant tabulations were broken into treatment and comparison groups and then further separated by grade level (elementary, junior and senior high). An examination of treatment versus comparison data (see Appendix G) yielded no apparent patterns of disparity. Therefore, data for treatment and comparison groups were combined and all findings in this report reflect this aggregated total. The following are addressed in this report:

- A. Enrollment
- B. Students Suspended
- C. Enrollment v. Students Suspended
- D. Actual Suspensions
- E. Enrollment v. Actual Suspensions
- F. Students Suspended v. Actual Suspensions
- G. Average Number of Days Suspended
- H. Number of Times Suspended
- I. Length of Suspension
- J. Suspensions by Sex
- K. Average Number of Days, Male v. Female
- L. Reasons for Suspension

FINDINGS

A. Enrollment

1. Elementary: The twelve elementary schools had an aggregated enrollment of 6324 students of which 22.5% were Hispanic, 47.7% were White, 13.6% were Black, and 16.2% were Asian or other minorities.
2. Junior High: The six junior high schools had an aggregated enrollment of 8121 students of which 11.7% were Hispanic, 59.7% were White, 11.7% were Black, and 16.9% were Asian or other minorities.

3. Senior High: The six senior high schools had an aggregated enrollment of 9347 students of which 12.8% were Hispanic, 50.4% were White, 23.8% were Black, and 13.0% were Asian or other minorities.
4. Total: The 24 schools in the Race/Human Relations Evaluation had an aggregated enrollment of 23,792 students of which 15.0% were Hispanic, 52.9% were White, 16.9% were Black, and 15.2% were Asian or other minorities.

When compared to the District total of 109,808 students of which 19.2% were Hispanic, 50.3% White, 15.6% Black, and 14.9% Asian, little disparity is evident, indicating that the 24 Race/Human Relations schools are ethnically representative of the entire district.

B. Students Suspended*

(See Appendix H and I for complete Tables and Charts)

1. Elementary: A total of 47 elementary students were suspended of which 23.4% were Hispanic, 48.9% were White, 25.6% were Black and 2.1% (N=1) was Asian or other minorities.
2. Junior High: A total of 511 junior high students were suspended of which 15.3% were Hispanic, 46.8% were White, 29.0% were Black and 8.9% were Asian or other minorities.
3. Senior High: A total of 492 senior high students were suspended of which 16.5% were Hispanic, 30.7% were White, 45.8% were Black, and 7.0% were Asian or other minorities.
4. Total: Overall, 1050 students were suspended of which 16.2% were Hispanic, 39.3% were White, 36.6% were Black, and 7.9% were Asian or other minorities.

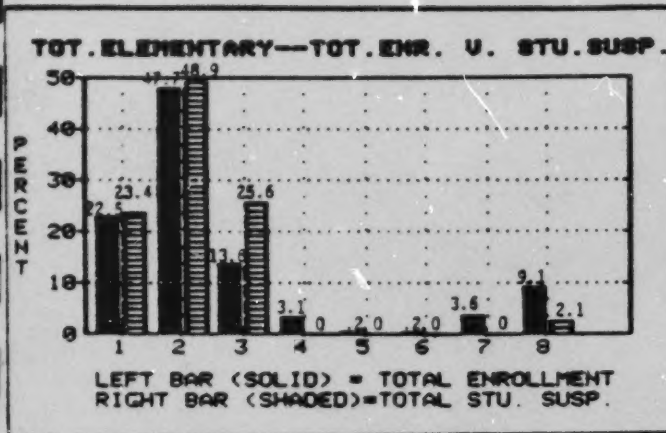
C. Total Enrollment vs. Students Suspended (Figure 6.1)

1. Elementary: Hispanic and White elementary students were suspended in almost direct proportion to their representation in the total elementary population, with differences of only +.9 and +1.2 percentage points more students suspended, respectively.

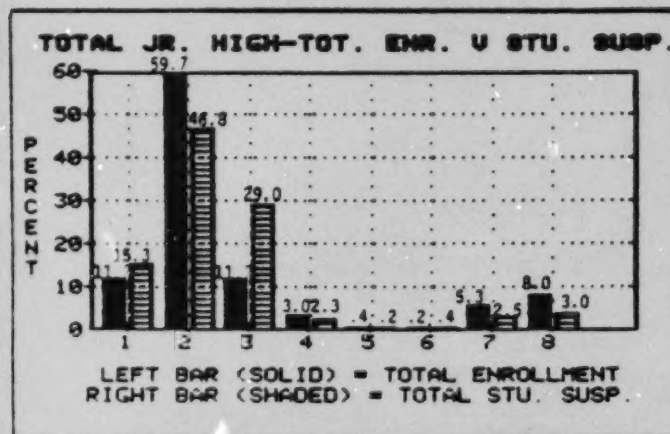
However, Black elementary students comprised 13.6% of the total elementary population, yet accounted for 25.6% of the students suspended. The reverse was true for Asian and other minorities who were 16.2% of the total enrollment, yet only 2.1% of the students suspended were Asian or other minorities. (See Table 6.1).

* Some of these students may have been suspended more than 1 time.

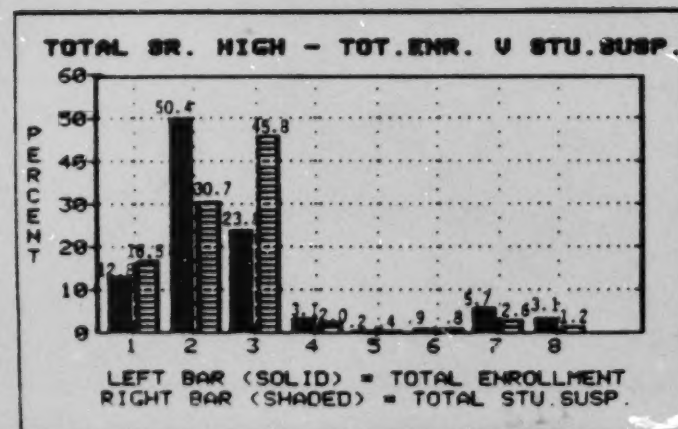
Figure 6.1
TOTAL ENROLLMENT VERSUS STUDENTS SUSPENDED



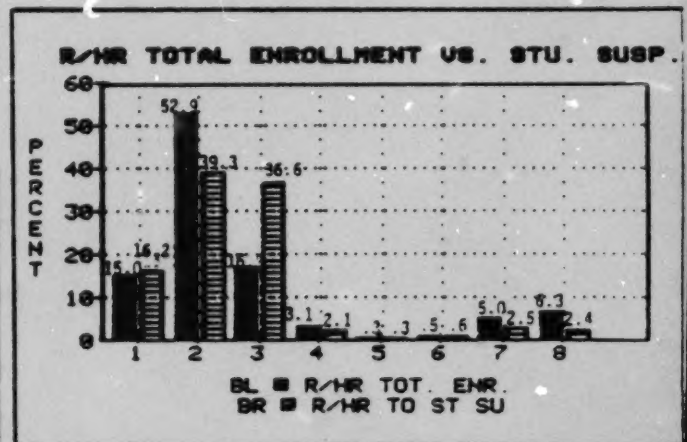
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



**TOTAL
ELEMENTARY
JR. HIGH
SR. HIGH**

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

2. Junior High: Hispanic junior high students were suspended in close proportion to their representation in the junior high population with a difference of +3.6 percentage points more students suspended. White junior high students, however, accounted for 59.7% of the junior high population but only 46.8% of the students suspended. Black students were only 11.7% of the population but were 29.0% of the students suspended. Asian and other minorities were 16.9% of the population but only 8.4% of the students suspended. (Table 6.1).
3. Senior High: Hispanic senior high students were, as with the elementary and junior high levels, suspended in close proportion to their representation in the total school population, with a difference of +3.7 percentage points more students suspended. White senior high students accounted for 50.4% of the senior high population, but only 30.7% of the students suspended. Black senior high students, however, were only 23.8% of the population but 45.8% of the students suspended. Asian and other minorities comprised 13.0% of the population and 7.0% of the students suspended. (Table 6.1)
4. Total: Overall, Hispanic students had a difference of +1.2 percentage points, White students -13.6 percentage points, Black students, +19.7 percentage points and Asian and other minorities -7.3 percentage points. (Table 6.1)

Table 6.1

Disparity in Percent of Students Suspended to Total Enrollment

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	47	+ .9	+ 1.2	+12.0	-14.1
Junior High	511	+3.6	-12.9	+17.3	- 8.5
Senior High	492	+3.7	-19.7	+22.0	- 9.0
Total	1050	+1.2	-13.6	+19.7	- 7.3

A plus sign indicates that the number of suspensions are over-represented.
A minus sign indicates that the number of suspensions are under-represented.

D. Actual Suspensions* (See Appendix H and I.)

1. Elementary: There was a total of 56 suspensions at the elementary level of which 26.8% were Hispanic, 46.4% were White, 25.0% were Black, and/or 1.8% were Asian or other minorities.

* Actual number of suspensions includes students who had been suspended more than once.

2. Junior High: There was a total of 656 suspensions at the junior high level of which 16.3% were Hispanic, 45.1% were White, 30.0% were Black, and 8.6% were Asian or other minorities.
3. Senior High: There was a total of 600 suspensions at the senior high level of which 18.3% were Hispanic, 28.7% were White, 46.8% were Black, and 6.2% were Asian or other minorities.
4. Total: Overall, there were 1312 suspensions of which 17.7% were Hispanic, 37.7% were White, 37.4% were Black, and 7.2% were Asian or other minorities.

E. Total Enrollment vs. Actual Suspensions (Figure 6.2)

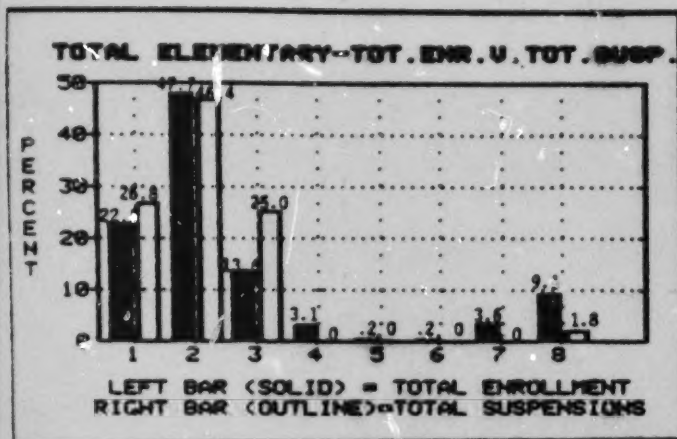
1. Elementary: Hispanic elementary students accounted for 22.5% of the elementary population and 26.8% of all suspensions. White students were 47.7% of the population and 46.4% of suspensions. Black students were 13.6% of the population, but accounted for 25.0% of all suspension. Asian and other minorities were 16.2% of the population yet only 1.8% of the suspensions.
2. Junior High: Hispanic junior high students accounted for 11.7% of the junior high population and 16.3% of all suspensions. White students were 59.7% of the junior high population but only 45.1% of all suspensions. Black students were 11.7% of the population; however, they accounted for 30.0% of all suspensions. Asian and other minorities were 16.9% of the junior high population but only 8.6% of all suspensions.
3. Senior High: Hispanic students were 12.8% of the senior high population and 18.3% of all senior high suspensions. White students accounted for 50.4% of the population but only 28.7% of all senior high suspensions. Black senior high students, on the other hand, accounted for only 23.8% of the total population but 46.8% of all senior high suspensions. Asian and other minorities were 13.0% of the senior high population, and only 6.2% of all suspensions.

Table 6.2

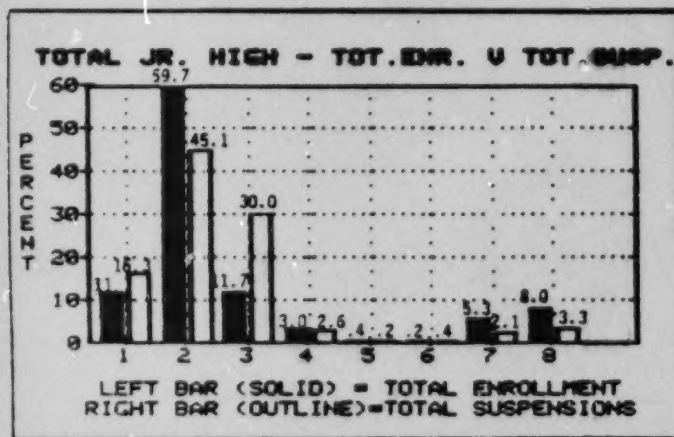
Disparity in Percent of Suspensions to Total Enrollment

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	36	+4.3	- 1.3	+11.4	-14.4
Junior High	656	+4.6	-14.6	+18.3	- 8.3
Senior High	600	+5.5	-21.7	+23.0	- 6.3
Total	1312	+2.7	-15.2	+20.5	- 3.0

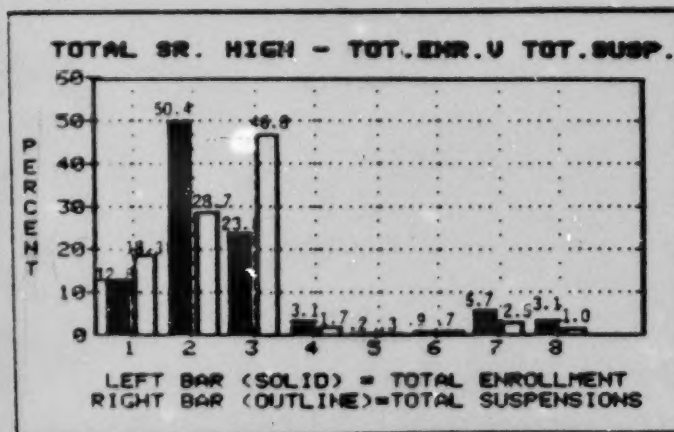
Figure 6.2
TOTAL ENROLLMENT VERSUS TOTAL SUSPENSIONS



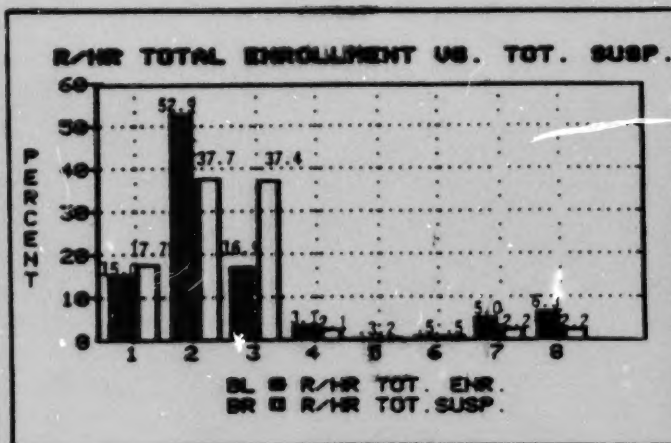
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



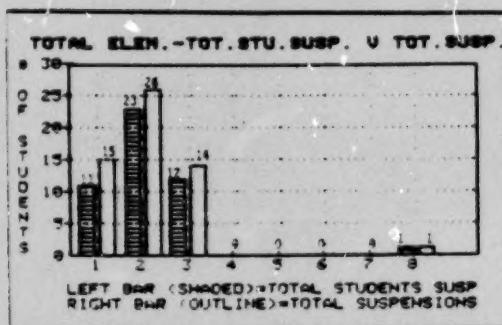
**TOTAL
ELEMENTARY
JR. HIGH
SR. HIGH**

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
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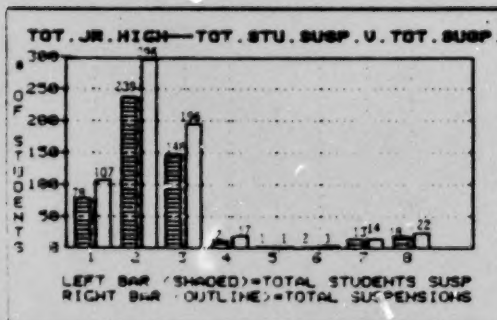
F. Total Students Suspended vs. Actual Suspensions (Figure 6.3)

Figure 6.3 shows that at every level (elementary, junior and senior high) and for each ethnic group, except American Indian/Alaskan, there are more suspensions than actual students suspended. This indicates repeat offenders in these groups, which are further examined in Section H of this report entitled, Number of Times Suspended.

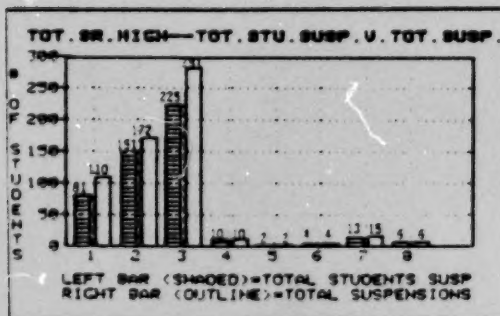
Figure 6.3
NUMBER OF STUDENTS SUSPENDED VERSUS NUMBER OF SUSPENSIONS



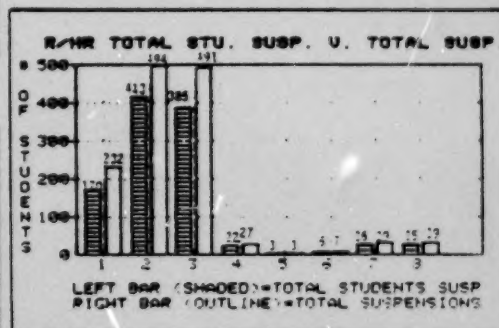
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY
JR. HIGH
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
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G. Average Number of Days Suspended* (See Appendix H and I.)

1. Elementary: Hispanic students at the elementary level were suspended an average of a half day longer (.49) and Asian and other minorities were suspended an average of .71 days less than the average elementary suspension.
2. Junior High: At the junior high level there was less than a half day difference in the average number of days suspended between all ethnic groups except American Indian/Alaskan (N=1) where the suspension was 1.21 days less than the average junior high suspension.
3. Senior High: At the senior high level, the average American Indian/Alaskan (N=2) suspension was .76 days more, and the average Asian (N=10) suspension .54 days less than the average senior high suspension. Hispanic students were suspended almost a half day more (.44) than the average senior high suspension.
4. Total: Overall, there was less than .31 days difference in the average suspension between all ethnic groups.

Table 6.3

Differences in Percent Between Total Average Number of Days and
Average Number of Days by Ethnic Group

AVERAGE		HISPANIC	WHITE	BLACK	ASIAN	AM. INDIAN ALASKAN	PORTUGUESE	FILIPINO	INDOCHINESE
Elementary	1.71	+.49	+.18	+.14	N/A	N/A	N/A	N/A	-.71
Junior High	1.21	+.12	+.02	+.05	+.19	-1.21	-.21	-.21	-.35
Senior High	2.24	+.44	-.10	-.08	-.54	+.76	+.01	-.24	-.08
Total	1.20	+.29	-.04	-.06	-.09	+.13	-.06	-.20	-.31

* For this report +.50 days was considered a significant difference.

H. Number of Times Suspended (Appendix H and I)

1. Elementary: Of the 47 students who were suspended at the elementary level, 87.2% were students who were suspended only one time. Of these, 48.8% were White, 24.4% Hispanic, 24.4% were Black and 2.4% (N=1) were Asian or other minorities. Of the students who were suspended two times (10.6%), 60.0% were White and 40.0% were Black. There were no elementary students suspended three, four or six times. There was, however, 1 (2.2%) Hispanic student suspended 5 times.

Of all Hispanic elementary students suspended, 60.9% were suspended only one time and one student was suspended five times (9.1%). Of all White elementary students 87.0% were suspended only one time and 13.0% were suspended two times. Of all Black elementary students, 83.3% were suspended only one time and 16.7% were suspended two times. The only Asian or other minority student was suspended one time.

2. Junior High: Of the 511 students who were suspended at the junior high level, 79.4% were suspended one time--15.3% Hispanic, 47.5% White, 28.1% Black, and 9.1% Asian or other minorities. Students having two suspensions comprised 14.9% of the suspensions, and of these 10.5% were Hispanic, 50.0% White, 29.0% Black, and 10.5% Asian or other minorities. Of the students suspended three times (3.9%), 25.0% were Hispanic, 25.0% White and 50.0% Black. Only 1.6% were suspended four times and of these 25.0% were Hispanic, 37.5% White, 25.0% Black and 12.5% (N=1) Asian or other minorities. There were no junior high students suspended five times. There was, however, 1 (.2%) Hispanic student suspended six times. (Table 6.4)

Of all Hispanic junior high students suspended, 79.4% were suspended once, 10.2% twice, 6.4% three times, 2.6% four, and 1.4% six times. Of all White students suspended, 80.8% suspended once, 15.9% twice, 2.1% three, and 1.2% four times. Of all Black junior high students suspended, 77.0% were suspended once, 14.9% twice, 6.8% three times, and 1.3% four times.

3. Senior High: Of the 492 students who were suspended at the senior high level, 83.7% were suspended once, and of these students 15.8% were Hispanic, 32.3% White, 43.7% Black, and 8.2% were Asian or other minorities. Of students suspended, 11.6% were suspended twice, 14.0% being Hispanic, 26.3% White and 59.7% Black. Three-time suspensions totaled 3.9% and of these 21.0% were Hispanic, 15.8% White, 57.9% Black, and 1 (5.3%) was Asian or other minority. Hispanics comprised the .8% four-time suspensions. There were no senior high students suspended more than 4 times. (Table 6.4)

Of all Hispanic senior high students who were suspended, 80.3%

Of all Hispanic senior high students who were suspended, 80.3% were suspended one time, 9.9% were suspended twice, 4.9% three and 4.9% four times. Of all White senior high students who were suspended, 88.1% were suspended once, 9.9% twice, and 2.0% three times. Of all Black senior high students suspended, 80.0% were suspended once, 15.1% twice, and 4.9% three times. Of all Asian or other minority senior high students suspended, 97.1% were suspended once and one (2.9%), three times.

4. Total: Of the 1050 students who were suspended, 81.8% were suspended one time. Of these students 15.9% were Hispanic, 40.3% were White, 35.4% Black, and 8.4% were Asian or other minorities. There were 13.1% of students suspended twice, of which 11.6 were Hispanic, 40.6% White, 42.0% Black, and 5.8% were Asian or other minorities. Of students suspended, suspended three times an of these 23.1% were Hispanic, 20.5% White, 53.8% Black, and one (2.6%) Asian or other minority. There were 1.1% of the students suspended four times, and of these, 50.0% were Hispanic, 25.0% White, 16.7% Black, and one Asian or other minority (8.3%). There was 1 (.1%) student each suspended five and six times and in each case the student suspended was Hispanic. (Table 6.4)

Of all Hispanic students, 80.6% were suspended once, 9.4% suspended twice, 5.3% three, 3.5% four, .6% five and .6% six times. Of all White students suspended, 83.8% were suspended once, 13.6% twice, 1.9% three and .7% four times. Of all Black students suspended, 79.0% were suspended once, 15.1% were suspended twice, 5.4% three, and .5% four times. Of all Asian or other minority students suspended, 87.8% were suspended once, 9.8% twice, 1 three times (1.2%) and 1 four times (1.2%).

Table 6.4

Percent of Students Suspended More than Twice (3-6 Times)

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	1	100.0%	-	-	-
Junior High	29	27.6%	27.6%	41.4%	3.4%
Senior High	23	34.8%	13.0%	47.0%	4.4%
Total	53	34.1%	20.8%	41.4%	3.7%

I. Length of Suspension (Appendix H and I)

1. Elementary: Of the 56 elementary suspensions, 60.7% were for one day and of those 23.6% were Hispanic, 52.9% were White, 20.6% were Black and one (2.9%) was Asian or other minority. Of the elementary suspensions, 21.3% lasted two days, 25.0% being Hispanic, 25.0% White, and 50.0% Black. Elementary

suspensions lasting three days amounted to 8.9% of the total, of which 80.0% (four students) were White and 20.0% (one student) Black. One Hispanic and one White student each accounted for 3.6% suspended for four days. Five-day suspensions accounted for 5.4% of the elementary suspensions, 100% of the students being Hispanic. (Table 6.5)

Of all Hispanic elementary suspensions, 53.3% lasted one day, 20.0% two days, 6.7% for four days and 20.0%, five days. Of the White elementary suspensions, 69.2% lasted one day, 11.5% two days, 15.4% three days and one student (3.8%) had a four-day suspension. Fifty percent (50.0%) of all Black elementary suspensions lasted one day, 42.6% two days and one student (7.2%) received a three-day suspension. One (100%) Asian or other minority received a one-day suspension.

2. Junior High: Of the 656 junior high suspensions, 28.6% were for one day and of those, 14.9% were Hispanic, 39.4% were White, 35.6% were Black and 10.1% were Asian or other minorities. The two-day suspensions for junior high students amounted to 41.6% of the total, with 13.6% being Hispanic, 48.4% White, 28.2% Black and 9.9% Asian or other minorities. Three-day suspensions (18.3% of the total) showed 23.3% Hispanic, 50.0% White, 21.7% Black and 5.0% Asian or other minorities. There were 2.4% of the junior high suspensions which lasted four days, 37.5% Hispanic, 37.5% White and 25.0% Black. Five-day suspensions accounted for 9.0% of the total, with 13.6% being Hispanic, 40.7% White, 37.3% Black and 8.5% Asian or other minorities. (Table 6.5)

Of all Hispanic junior high suspensions, 26.2% lasted one day, 34.6% lasted two, 26.2% three, 5.6% four and 7.5% five days. Of all White junior high suspensions, 25.0% lasted one day, 44.6% lasted two, 20.3% three, 2.0% four and 8.1% five days. Of all Black junior high suspensions, 34.2% lasted one day, 39.3% lasted two, 13.3% three, 2.0% four and 11.2% five days. Of all Asian or other minority junior high suspensions, 33.3% lasted one day, 47.4% lasted two, 10.5% three and 8.8% five days.

3. Senior High: Of the 600 senior high suspensions, 31.0% lasted one day and of these, 15.0% were Hispanic, 24.2% were White, 54.8% were Black and 5.9% were Asian or other minorities. There were 38.8% of the senior high suspensions given for two days, of which 14.2% were Hispanic, 35.2% were White, 43.3% were Black, and 7.3% were Asian or other minorities. There were 16.3% of senior high suspensions that lasted three days, 20.4% Hispanic, 28.6% White, 43.9% Black, and 7.1% Asian or other minorities. There were 2.5% of senior high suspensions which lasted four days, 26.6% Hispanic, 60.0% White, one Black (6.7%) and one (6.7%) Asian or other minority. Five-day suspensions accounted for 11.3% of the senior high total, with 36.8% Hispanic, 11.8% White, 50.0% Black, and one (1.5%) Asian or other minority. (Table 6.5)

Of all Hispanic senior high suspensions, 25.4% lasted one day, 30.0% lasted two, 18.2% three, 3.6% four and 22.7% five days. Of all White senior high suspensions, 26.2% lasted one day, 47.7% lasted two, 16.3% three, 5.2% four and 4.6% five days. Of all Black senior high suspensions, 36.3% lasted one day, 35.9% lasted two, 15.3% three, .4% four and 12.1% five days. Of all Asian or other minority senior high suspensions, 29.8% lasted one day, 45.9% lasted two, 18.9% three, 2.7% four and 2.7% five days.

4. Total: Of the total 1312 suspensions, 31.1% lasted one day and of those, 15.7% were Hispanic, 33.6% were White, 43.1% were Black, and 7.6% were Asian or other minorities. There were 39.5% total suspensions lasting two days, 14.1% Hispanic, 41.9% White, 35.5% Black and 8.5% Asian or other minorities. There were 17.0% total suspensions lasting three days, 21.5% were Hispanic, 41.2% White, 31.4% Black and 5.8% were Asian or other minorities. Total suspensions lasting four days tallied 2.5% of which 33.3% were Hispanic, 48.5% White, 15.2% Black, and 3.0% Asian or other minority. Five-day suspensions totaled 9.9% and included 27.7% Hispanic, 24.6% White, 43.1% Black, and 4.6% Asian or other minorities. (Table 6.5)

Of all Hispanic suspensions, 27.6% lasted one day, 31.4% two days, 20.7% three, 4.7% four and 15.5% five days. Of all White suspensions, 27.7% lasted one day, 43.9% lasted two days, 18.6% three days, 3.2% four days and 6.5% five days. Black suspensions, 35.8% lasted one day, 37.5% lasted two, 14.2% three, 1.0% four and 11.4% five days. Of all Asian or other minority suspensions, 32.6% lasted one day, 46.3% lasted two, 13.7% three, one student (1.0%) four, and 6.3% lasted five days.

Table 6.5

Percent of Suspensions Lasting More Than Two Days (3-5 days)

	N	Hispanic	White	Black	Asian and Other Minorities
Elementary	10	40.0%	50.0%	10.0%	-
Junior High	195	21.5%	46.2%	26.7%	5.6%
Senior High	181	27.0%	24.9%	43.1%	5.0%
Total	386	24.6%	36.3%	33.9%	5.2%

J. Suspensions by Sex (Figure 6.4)

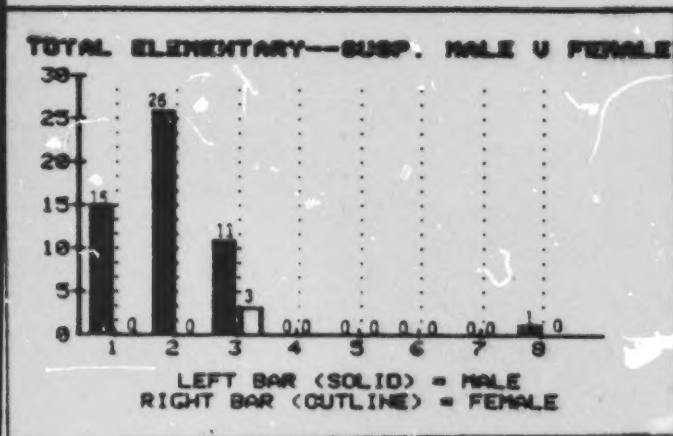
1. Elementary: Of the 56 elementary suspensions, 94.6% were male and of these 28.3% were Hispanic, 49.0% were White, 20.8% were Black and one (1.9%) was Asian or other minority. Females accounted for 5.4% of the suspensions and all 3 (100%) were Black.
2. Junior High: Of the 656 junior high suspensions, 69.2% were male and of these 17.1% were Hispanic, 45.6% were White, 26.6% were Black, and 10.7% were Asian or other minorities. The female junior high suspensions totaled 30.8% of which 14.4% were Hispanic, 44.0% were White, 37.1% were Black and 4.5% were Asian or other minorities.
3. Senior High: Of the 600 senior high suspensions, 73.8% were male with 19.9% being Hispanic, 30.7% White, 43.6% Black and 5.9% Asian or other minorities. There were 26.2% female senior high suspensions, 14.0% being Hispanic, 22.9% White, 56.0% Black and 7.0% Asian or other minorities.
4. Totals: Of the 1312 total suspensions, 72.4% were males and of these, 19.0% were Hispanic, 38.8% White, 34.3% Black, and 7.9% Asian or other minorities. Female suspensions represented 27.6% of all suspensions and of these, 14.1% were Hispanic, 34.6% White, 45.8% Black, and 5.5% Asian or other minorities.

Table 6.6

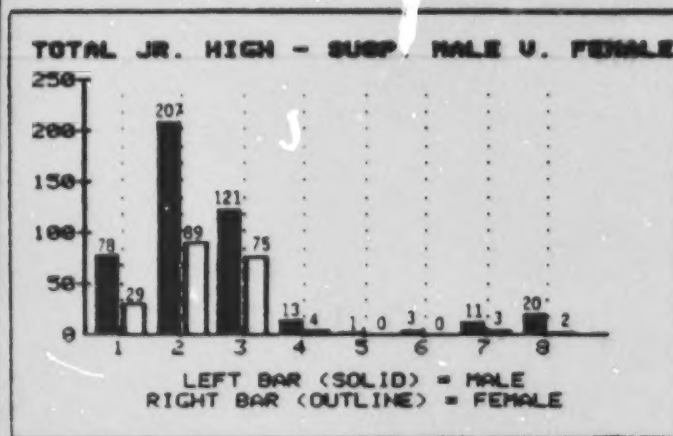
Disparity by Percent of Female to Male Suspensions
(Based on Percentage of Suspensions by Gender)

	N=	Hispanic	White	Black	Asian and Other Minorities
Elementary	56	-28.3	-49.0	+79.2	- 1.9
Junior High	656	- 2.7	- 1.6	+10.5	- 6.2
Senior High	600	- 5.9	- 7.8	+12.4	+ 1.1
Total	1312	- 4.9	- 4.2	+11.5	- 2.4

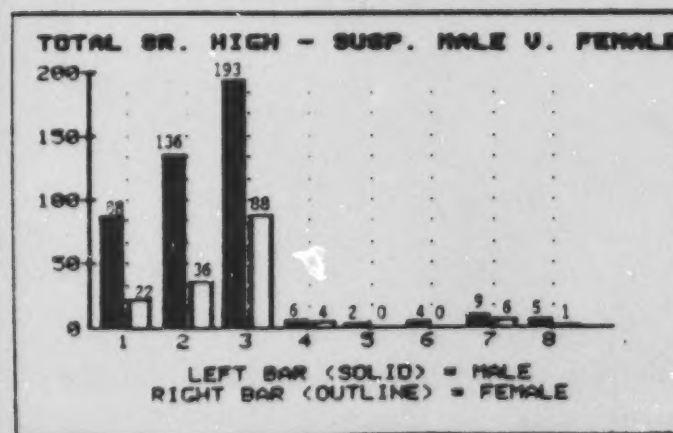
Figure 6.4
SUSPENSIONS: MALE VERSUS FEMALE



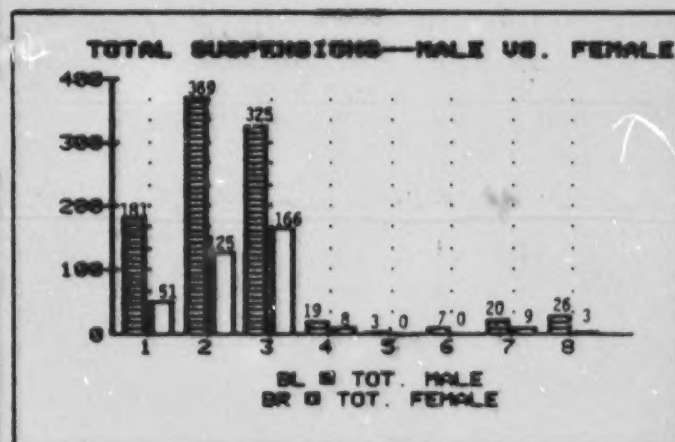
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



**TOTAL
ELEMENTARY
JR. HIGH
SR. HIGH**

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
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K. Average Number of Days Male vs. Female (Appendix H and I)

1. Elementary: The average number of days of suspension for all elementary males suspended is 1.71. The average number for elementary females suspended is 1.66, a difference of -.05 days. However, the average number of days for Black males is 1.54 versus 1.66 days for Black females. There were no elementary female suspensions from any other ethnic group.
2. Junior High: The average number of days of suspension for all junior high males suspended is 2.27. The average number of days of suspension for all junior high females suspended is 2.07.
3. Senior High: The average number of days of suspension for all senior high males suspended is 2.29. The average number of suspension days for all senior high females suspended is 2.10. Table 6.7 contains a breakdown of data by ethnic group.
4. Total: The average number of days of suspension for all males suspended is 2.25 and 2.08 for females suspended. (See Table 6.7.)

Table 6.7

Difference Between Male-to-Female Average Number of Days

	Female	Hispanic	White	Black	Asian	Am. Indian Alaskan	Portuguese	Filipino	Indochinese
Elementary	N= 3	N/A	N/A	+ .12	N/A	N/A	N/A	N/A	N/A
Junior High	N=202	- .55	- .15	- .12	-1.44	N/A	N/A	+ .35	- .40
Senior High	N=157	- .80	- .33	+ .07	+ .50	N/A	N/A	.00	+1.00
Total	N=362	- .63	- .14	.00	- .69	N/A	N/A	+ .32	+ .12

L. Reason for Suspension: Physical Injury to Another Person
(Figure 6.5)

1. Elementary: Physical injury to another person accounted for 46.4% of all elementary suspensions. Of these 38.5% were Hispanic, 23.1% were White, 34.6% Black and one (3.8%) was Asian or other minority.

The average number of days of suspension for physical injury to another person is 2.03. There is less than a half day's difference between this 2.03 average and the average number of days for Hispanic, White and Black Students. Indochinese students have an average number of days 1.03 less than the total average. However, Hispanic students are suspended an average of .53 days longer than Black students, 1.30 days longer than Indochinese and .14 days longer than White students.

2. Junior High: Physical injury to another person accounted for 43.4% of all junior high suspensions. Of these, 15.4% were Hispanic, 39.6% White, 33.3% Black and 11.6% Asian or other minorities.

The average length of suspension for all junior high suspensions for physical injury to another person was 2.18 days. There is less than a half day's difference between this average and the average number of days for any one ethnic group except American Indian/Alaskan who were suspended 1.18 days less than the total average.

3. Senior High: Physical injury to another person accounted for 41.8% of all senior high suspensions. Of these, 19.9% were Hispanic, 17.1% White, 55.4% Black and 7.6% Asian or other minorities.

The average suspension for physical injury for senior high students was 2.37 days. All ethnic groups fall within a half day of the total average except Hispanics whose average suspension is .77 days more than the total average and Asians whose average suspension is .87s day less than the total average.

4. Total: Physical injury to another person accounted for 47.8% of all suspensions and of these 18.5% were Hispanic, 28.8% White, 43.2% Black, and 9.4% Asian or other minorities. The average suspension in this category was 2.26 days.

All ethnic groups fell within a half day of the average except American Indian/Alaskan which were 1.26 days less than the total average and Indochinese average suspensions which were .59 days more than the total average.

L. Reason for Suspension: Disruption/Defiance (Figure 6.6)

1. Elementary: Disruption/defiance accounted for 32.1% of all elementary suspensions. Of these, 22.2% were Hispanic, 55.6% White, and 22.2% Black.

The average number of days for disruption/defiance at the elementary level is 1.11. There is less than .14 days difference between the total average number of days and the average number of days for any one ethnic group.

2. Junior High: Disruption/defiance accounted for 31.2% of all junior high suspensions. Of these 21.0% were Hispanic, 40.5% White, 32.2% Black and 6.3% Asian or other minorities.

The average length of time for all junior high suspensions for disruption/defiance was 2.11 days. All ethnic groups fell within .11 day of this average except Portuguese whose average suspension was 1.11 days less than the total average.

3. Senior High: Disruption/defiance accounted for 42.3% of all senior high suspensions. Of these 16.5% were Hispanic, 35.0% White, 42.9% Black and 5.5% Asian or other minorities.

The average suspension for disruption and defiance for senior high was 2.05 days. All ethnic groups fell within a half day of total average except American Indian/Alaskan and Portuguese whose average suspension each was .95 days more than the total average.

4. Total: Disruption/defiance accounted for 36.4% of all suspensions of which 18.6% were Hispanic, 38.2% White, 37.5% Black and 5.7% Asian or other minorities.

The average suspension for disruption/defiance was 2.04 days. All ethnic groups fell within a half day of the total average except American Indian/Alaskan suspensions which were .96 days more than the total average.

L. Reason for Suspension: Controlled Substance/Intoxication (Figure 6.7)

1. Elementary: Controlled substance/intoxication accounted for 7.1% of all elementary suspensions. All 4 (100%) were White students with an average suspension of 2.75 days.
2. Junior High: Controlled substance/intoxication accounted for 6.7% of all junior high suspensions, of which 27.3% were Hispanic, 63.6% White, 4.5% Black, and 4.5% Asian or other minorities.

The average number of days for Hispanic, White and Black for controlled substance/intoxication charges against junior high students was 2.84 days. The average number of days for Hispanic, White and Black fell within a half

day of the total average, while the Asian average suspension was 2.16 days longer than the total average and the average suspensions of Indochinese were .84 days less than the total average.

3. Senior High: Controlled substance/intoxication accounted for 8.7% of all senior high suspensions. Of these, 21.2% were Hispanic, 44.2% White, 30.8% Black and 3.8% Asian or other minorities.

The average suspension for controlled substance/intoxication for senior high was 2.42 days. Only White and Black suspensions fell within a half day of the total average. Hispanic average suspensions were .94 days more than the total average and Asian and American Indian/Alaskan average suspensions were .58 days more than the total average.

4. Total: Controlled substance/intoxication accounted for 7.6% of all suspensions and of these 23.0% were Hispanic, 55.0% White, 18.0% Black and 4.0% Asian or other minorities. The average suspension for controlled substance/intoxication was 2.62 days. All ethnic groups fell within a half day of the total average except Asian suspensions which were 1.38 days more than the total average.

L. Reason For Suspension: Stealing (Figure 6.8)

1. Elementary: There were no elementary suspensions for stealing.
2. Junior High: Stealing accounted for 5.5% of all junior high suspensions. Of these 11.1% were Hispanic, 44.4% White, 33.4% Black, and 11.1% Asian or other minorities.

The average suspension for stealing for a junior high student was 2.30 days. All ethnic groups fell within a half day of this average except Filipinos whose average suspension was .70 days more than the total average and Indochinese whose average suspension was 1.30 days less than the total average.

3. Senior High: Stealing accounted for 2.7% of all senior high suspensions, of these 25.0% were Hispanic, 31.2% White, and 43.8% Black.

The average suspension for stealing for senior high was 3.06 days. Hispanic suspensions fell within a half day of the total average while White average suspensions were .86 days less than the total average and Black average suspensions were .94 days more than the total average.

4. Total: Stealing accounted for 4.0% of all suspensions and of these 15.4% were Hispanic, 40.4% White, 36.5% Black, and 7.7% Asian or other minorities.

The average suspension for stealing was 2.53 days and all ethnic groups fell within a half day of the total average except Indochinese suspensions which were 1.53 days less than the total average.

L. Reason For Suspension: Damage (Figure 6.9)

1. Elementary: Damage accounted for 3.6% of elementary suspensions. Of these 1 was White and 1 was Black. Each student was suspended for one day.
2. Junior High: Damage accounted for 1.2% of all junior high suspensions. One (12.5%) was Hispanic, 75.0% were White and one (12.5%) was Black.

The average suspension for damage for junior high students was 3.12 days. Hispanic and White students fell within a half day of the total average while Black average suspensions were 2.12 days less than the total average.

3. Senior High: Damage accounted for 1.2% of all senior high suspensions and of these 14.3% were Hispanic, 57.1% were Black and 28.6% were Asian or other minorities.

The average suspension for damage for senior high was 1.85 days. All ethnic groups fell within a half day of the total average except Hispanic, whose average suspensions exceeded the total average by 1.15 days.

4. Total: Damage accounted for 1.3% of all suspensions, of which 11.8% were Hispanics, 41.2% were White, 35.3% Black and 11.8% Asian or other minorities.

The average suspension for damage was 2.35 days. Only Filipino average suspensions fell within a half day of the total suspensions. Hispanic average suspensions were .65 days more and White average suspensions, .79 days more than the total average. Black average suspensions were 1.02 days less than the total average.

L. Reason For Suspension: Obscenity (Figure 6.10)

1. Elementary: Obscenity accounted for 3.6% of elementary suspensions, and of these 1 was Hispanic and 1 was White. The Hispanic suspension lasted 4.00 days longer than the White's.
2. Junior High: Obscenity accounted for 2.6% of all junior high suspensions, with 47.0% White, 47.0% Black and 1 (6.0%) Asian or other minority.

The average suspension for obscenity for junior high students was 2.82 days. White and Black suspensions

fell around a half day of the total average while Indochinese average suspensions were .82 days less than the total average.

3. Senior High: Obscenity accounted for 1.3% of all senior high suspensions, with 1 (12.5%) being Hispanic, 50.0% White, and 37.5% Black.

The average suspension for obscenity for senior high was 2.37 days. All ethnic groups fell within a half day of the total average except Hispanic suspensions which were 1.37 days less than the total average.

4. Total: Obscenity accounted for 2.0% of all suspensions and of these 7.4% were Hispanic, 48.1% White, 40.7% Black, and 1 (3.7%) Asian or other minority.

The average suspension for obscenity was 2.70 days. All ethnic groups fell within .57 days of the total average except for Indochinese average suspensions which were .70 days less than the total average.

L. Reason For Suspension: Weapons (Figure 6.11)

1. Weapons accounted for 7.1% of all elementary suspensions. All 4 (100%) of suspensions were White with an average suspension of 1.00 day.
2. Junior High: Weapons accounted for 2.3% of all junior high suspensions, with 20% being Hispanic, 53.3% White, 20.0% Black and 1 (6.7%) Asian or other minority.

The average suspension for weapons for junior high was 1.93 days. All ethnic groups were within a half day of this total average except Asians whose average suspension was 3.07 days more than the total average.

3. Senior High: Weapons accounted for .5% of all senior high suspensions and of these 66.7% were White and 1 (33.3%) was Black.

The total average suspension for weapons for senior high was 2.66 days. White average suspensions were 1.16 days less than the total average and Black average suspensions were 2.34 days more than the total average.

4. Total: Weapons were responsible for 1.7% of all suspensions. Of these 13.6% were Hispanic, 63.6% White, 18.2% Black, and 1 (4.5%) were Asian or other minorities.

The average suspension for weapons was 1.86 days. All ethnic groups fell within .64 days of the total average except Asian average suspensions which were 3.14 days more than the total average.

L. Reason For Suspension: Smoking (Figure 6.12)

1. Elementary: There were no elementary suspensions for smoking.
2. Junior High: Smoking accounted for 7.0% of all junior high suspensions, of which 73.9% were White, 19.5% were Black, and 6.5% were Asian or other minorities.

The average suspension for smoking for junior high students was 1.89 days. All ethnic groups fell within a half day of this average except Asians whose average suspension was .89 days less than the total average.

3. Senior High: Smoking was responsible for 1.5% of all senior high suspensions, of which 11.1% were Hispanic, 66.7% were White and 22.2% were Black.

The average suspension for smoking for senior high was 1.66 days. All ethnic groups fell within .66 days of the total average.

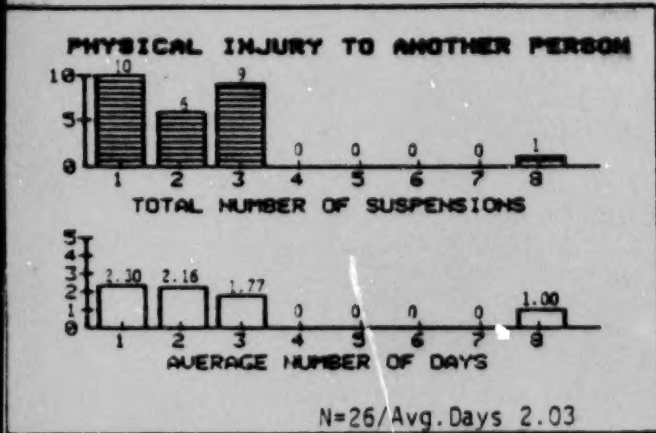
4. Total: Smoking accounted for 4.2% of all suspensions. There was 1 (1.8%) Hispanic, 72.7% White, 20.0% Black, and 5.4% Asian or other minorities.

The average suspension for smoking was 1.85 days and all but Hispanic and Asian average suspensions fell within a half day of the total average. Both Hispanic and Asian average suspensions were .85 days less than the total average.

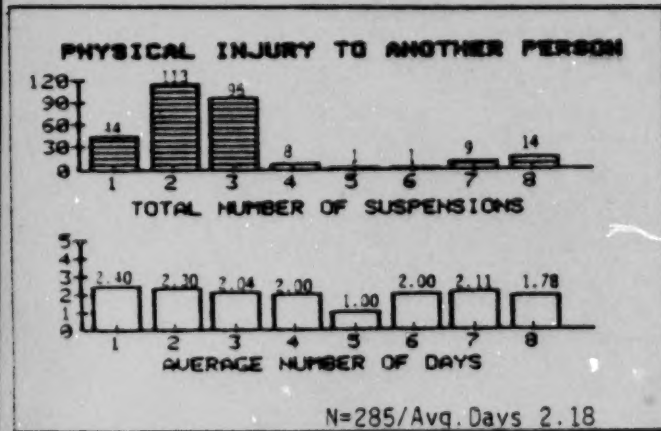
Tables 6.8, 6.9, 6.10 and 6.11 are an ethnic breakdown of suspensions. These tables display each ethnic group and what percent of that group received suspensions for each of the eight categories:

Figure 6.5

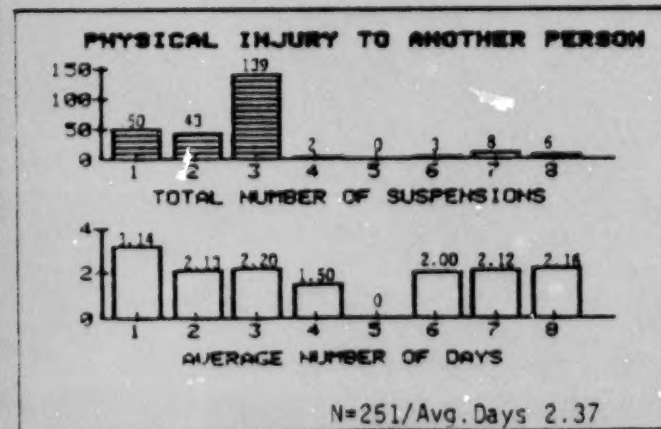
REASON FOR SUSPENSION
Physical Injury to Another Person



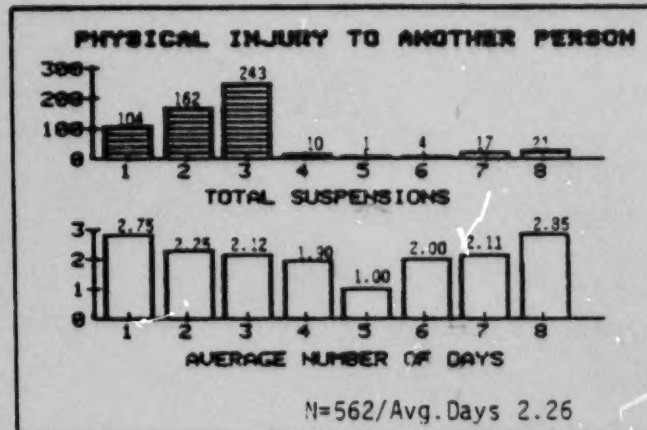
TOTAL ELEMENTARY



TOTAL JR. HIGH

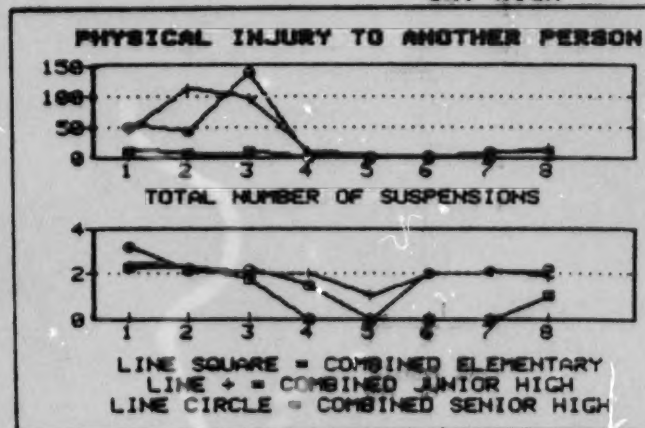


TOTAL SR. HIGH



TOTAL

ELEMENTARY
JR. HIGH
SR. HIGH



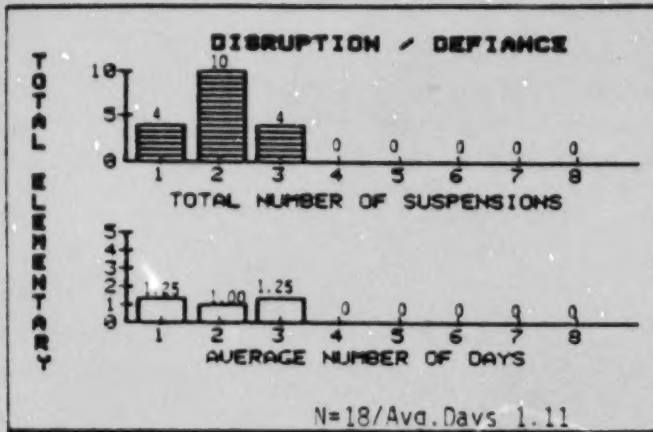
TOTAL

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5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

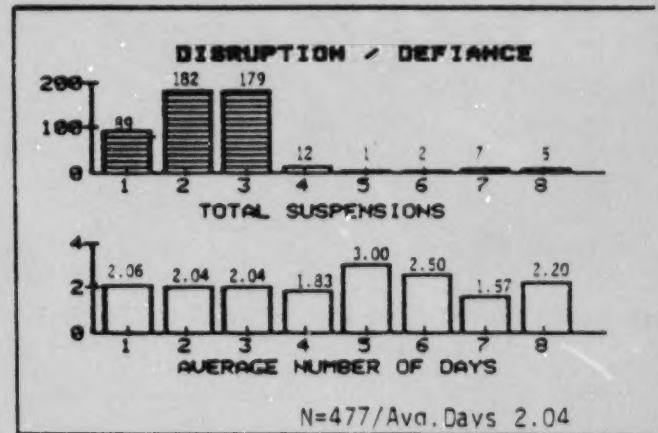
Figure 6.6

REASON FOR SUSPENSION
Disruption/Defiance

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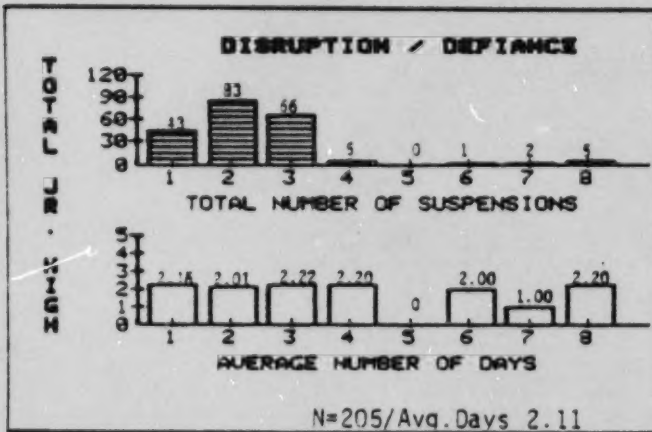


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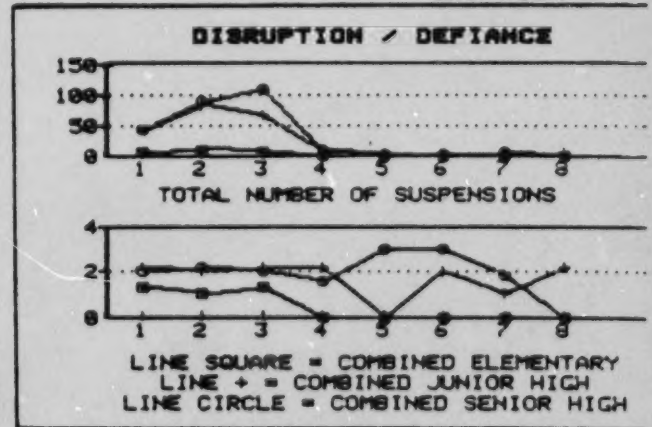


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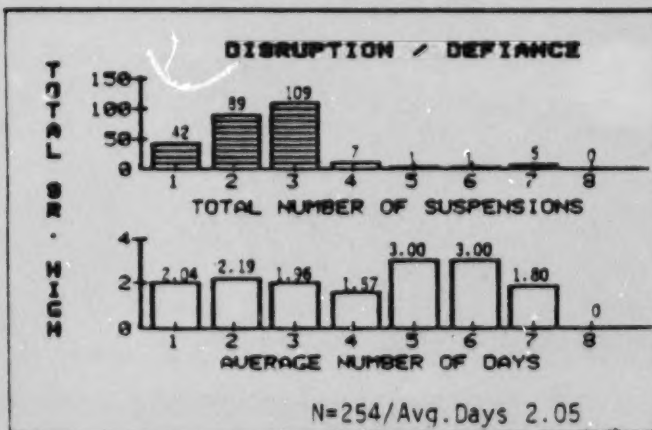
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SR. HIGH



TOTAL JR. HIGH



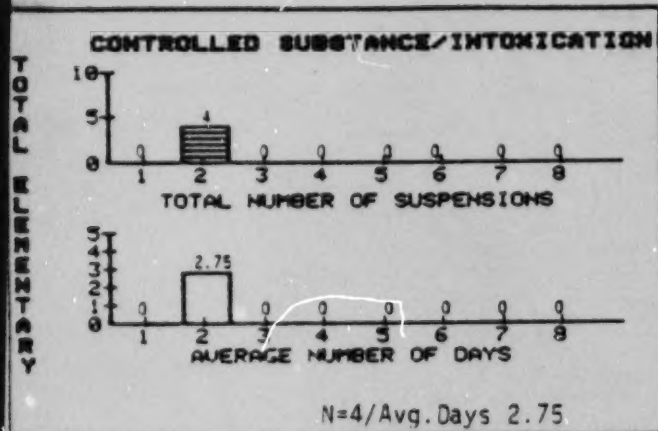
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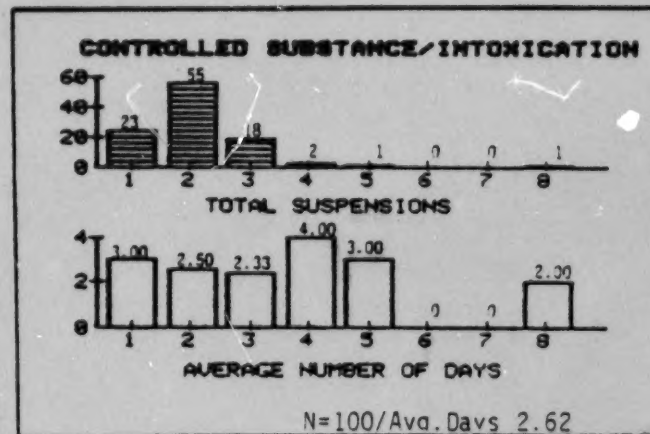
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5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.7
REASON FOR SUSPENSION
Controlled Substance/Intoxication

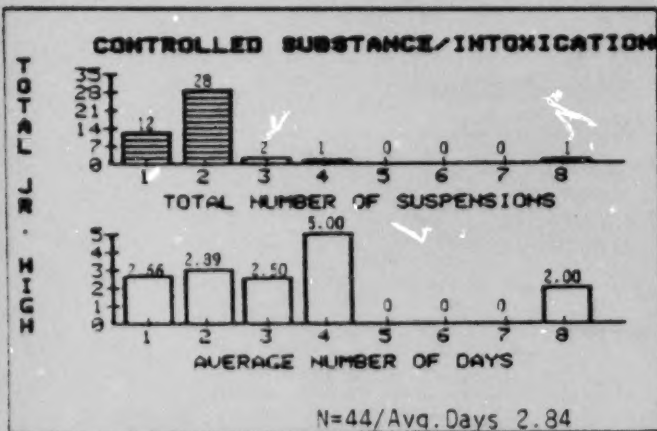


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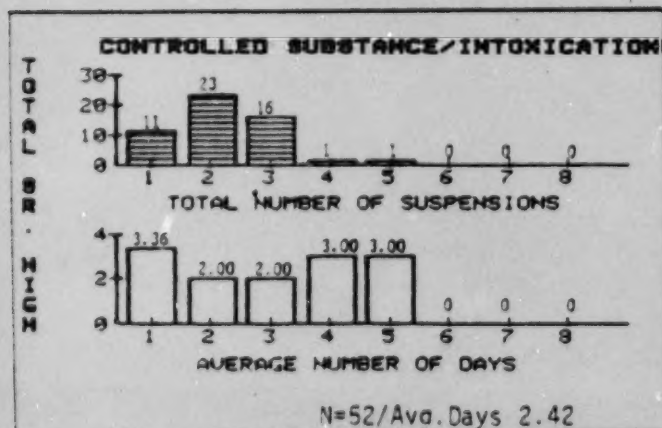


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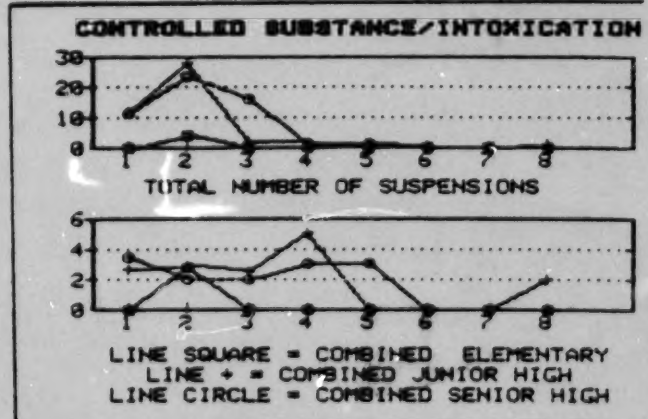
ELEMENTARY
JR. HIGH
SR. HIGH



TOTAL JR. HIGH



TOTAL SR. HIGH

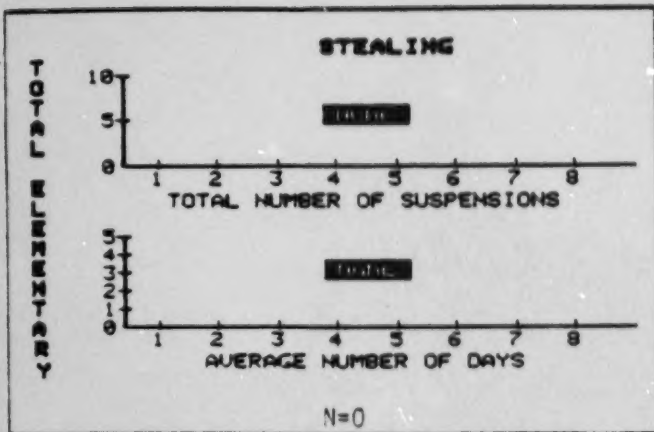


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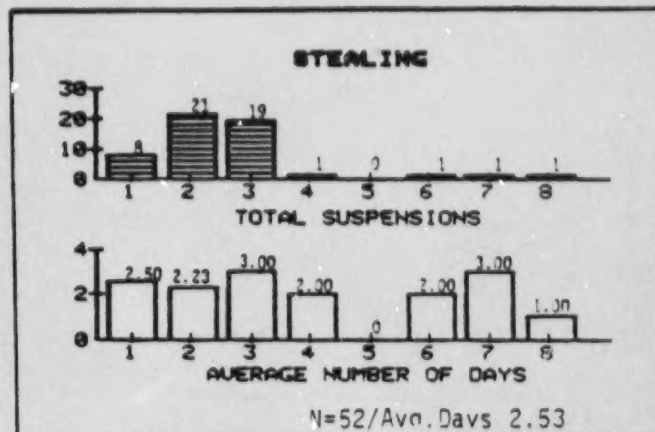
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5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.8
REASON FOR SUSPENSION
Stealing

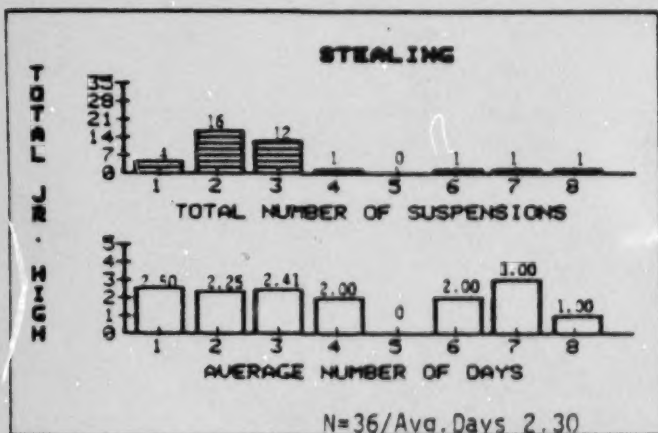
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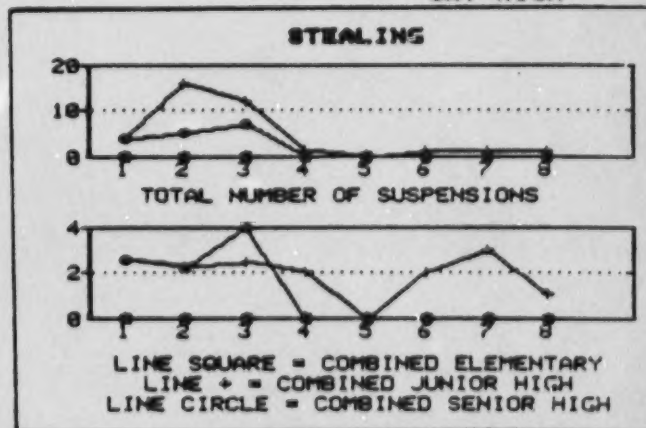
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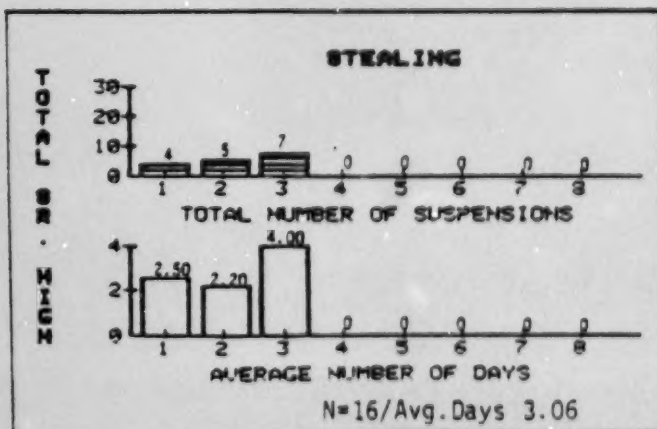
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ELEMENTARY
JR. HIGH
SR. HIGH



TOTAL JR. HIGH



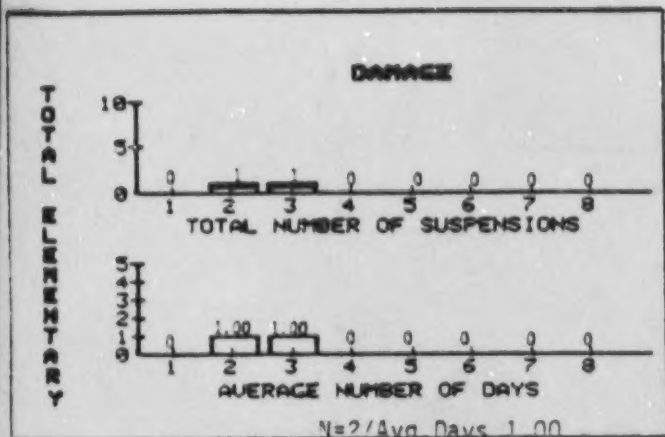
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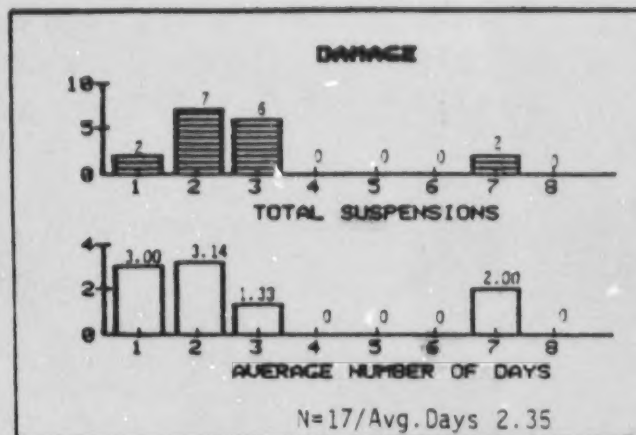
TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

Figure 6.9
REASON FOR SUSPENSION
Damage

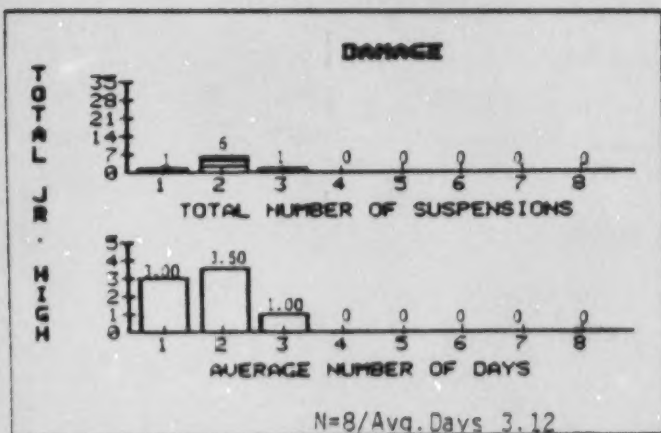


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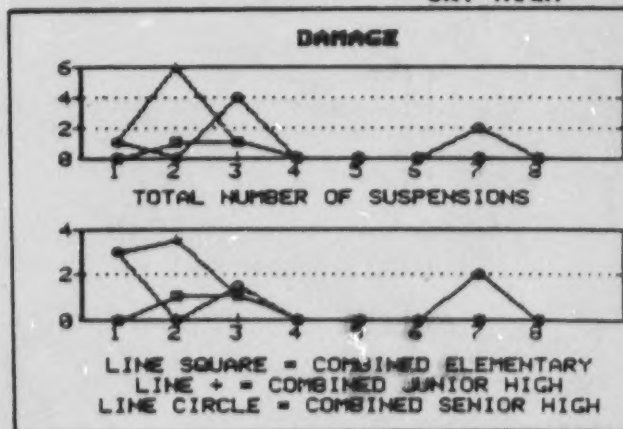


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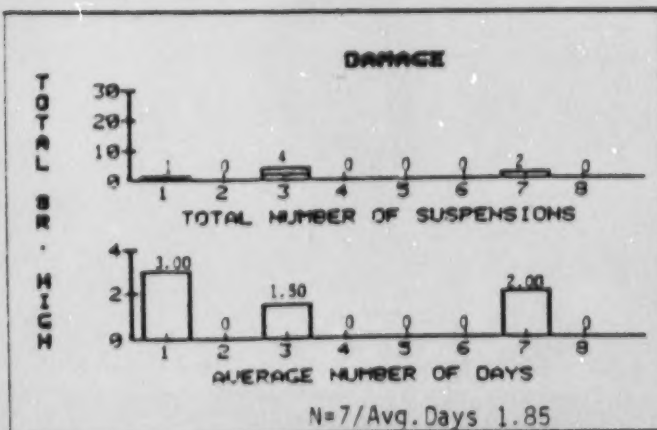
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SR. HIGH



TOTAL JR. HIGH



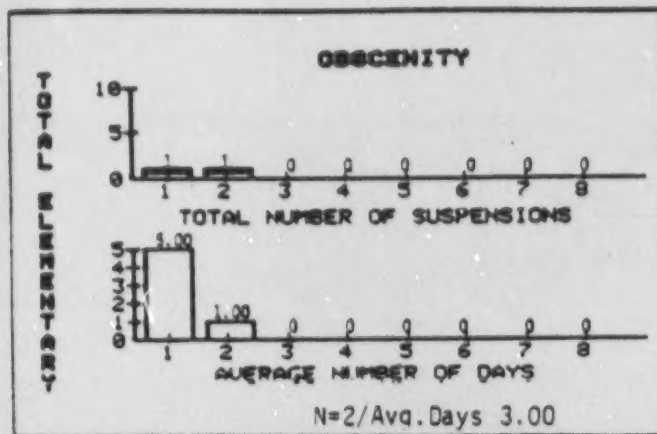
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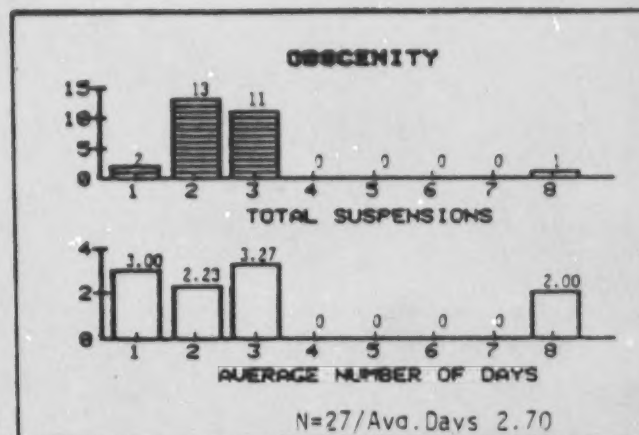
TOTAL SR. HIGH

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7=FILIPINO 8=INDOCHINESE

Figure 6.10
REASON FOR SUSPENSION
Obscenity

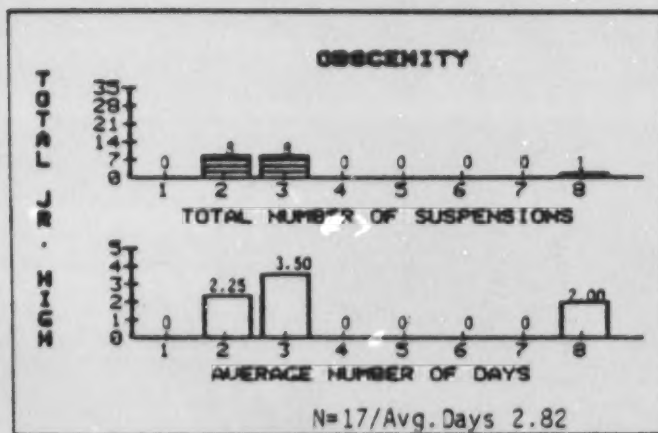


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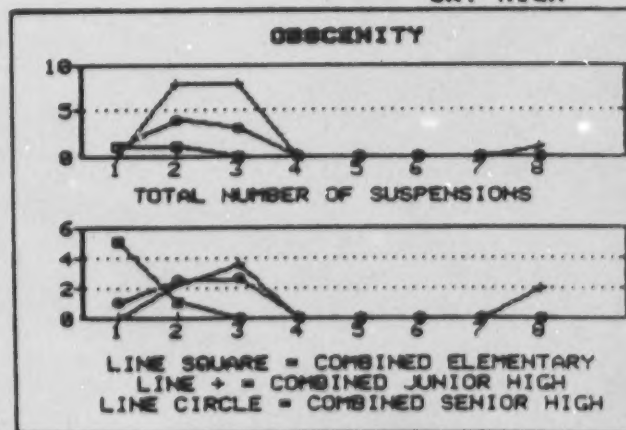


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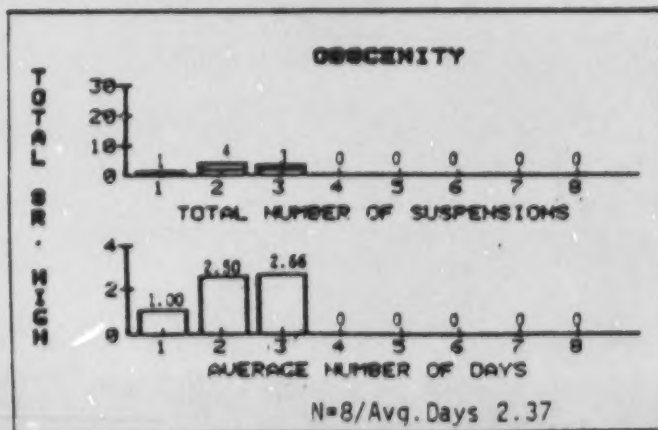
**ELEMENTARY
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SR. HIGH**



TOTAL JR. HIGH



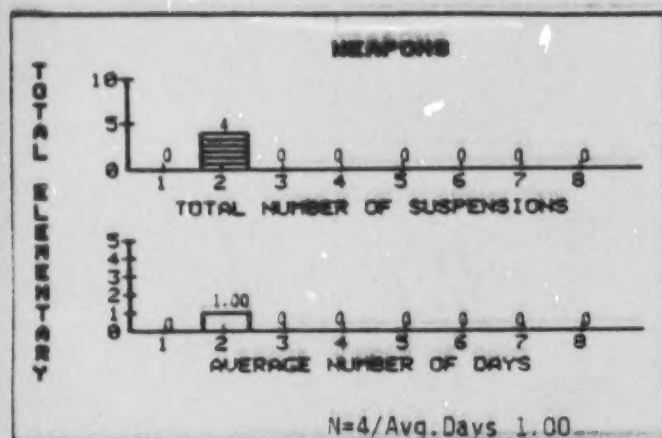
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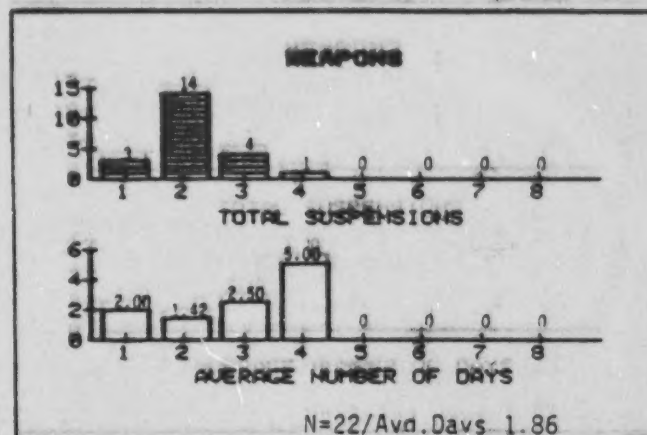
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7=FIILIPINO 8=INDOCHINESE

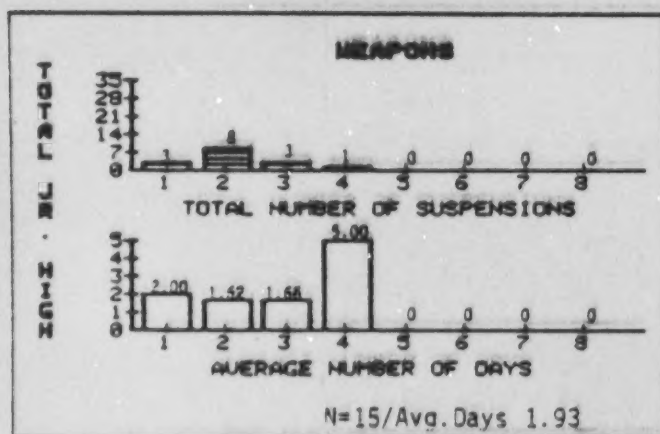
Figure 6.11
REASON FOR SUSPENSION
WEAPONS



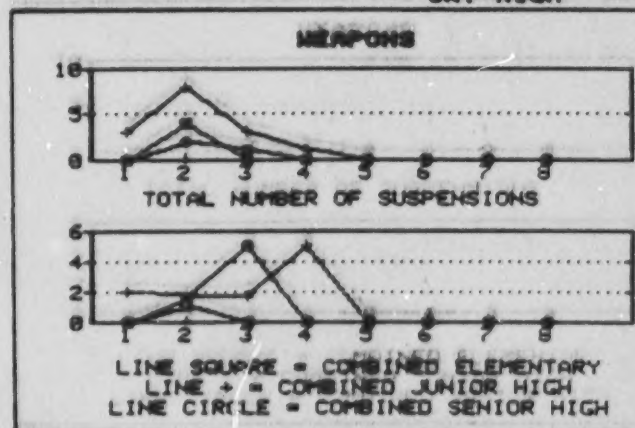
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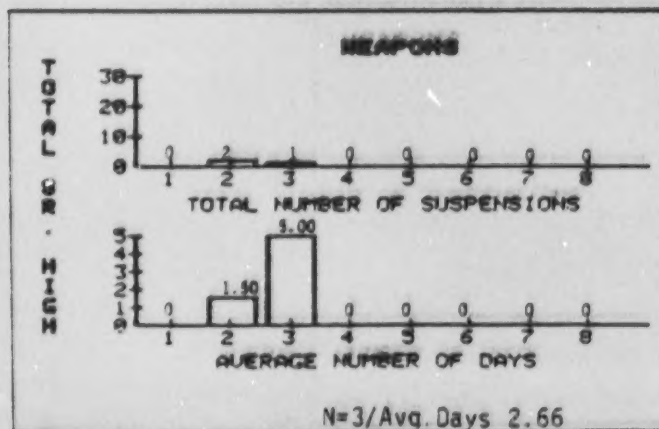
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ELEMENTARY
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SR. HIGH



TOTAL JR. HIGH



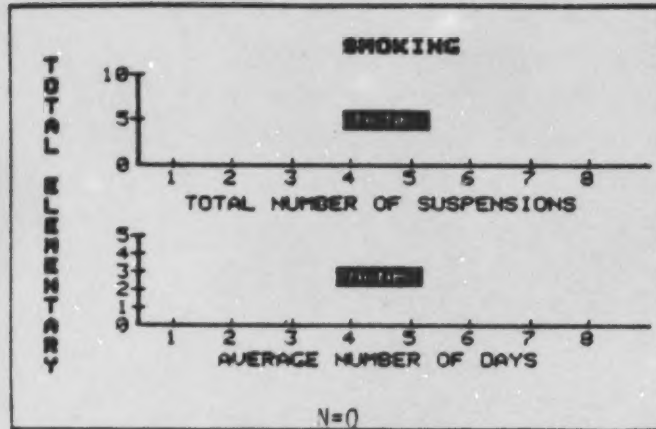
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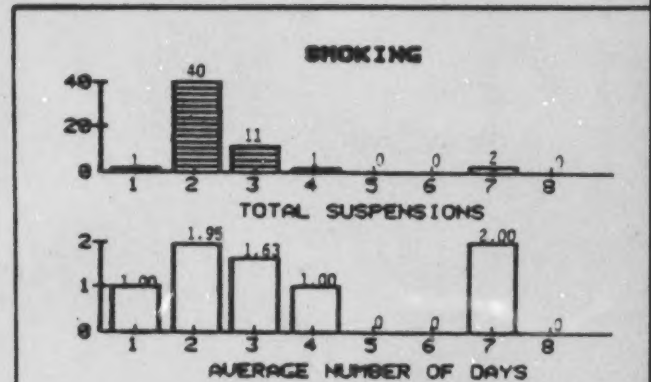
TOTAL SR. HIGH

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7=FILIPINO 8=INDOCHINESE

Figure 6.12
REASON FOR SUSPENSION
Smoking

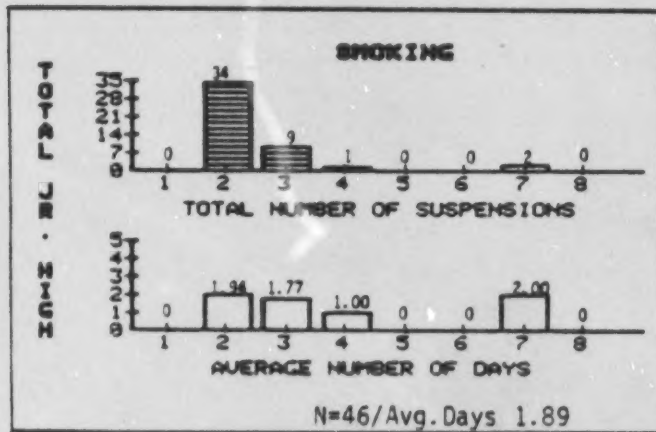


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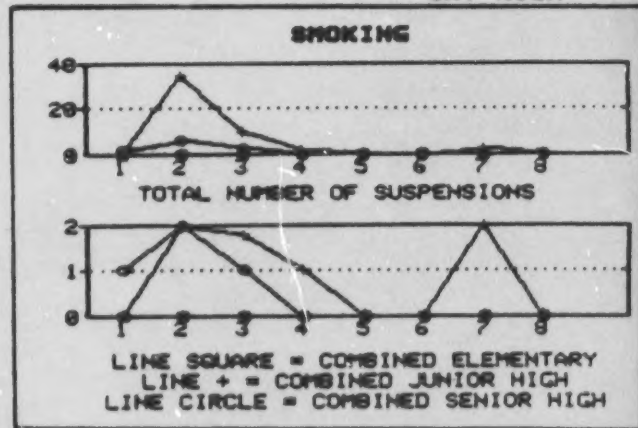


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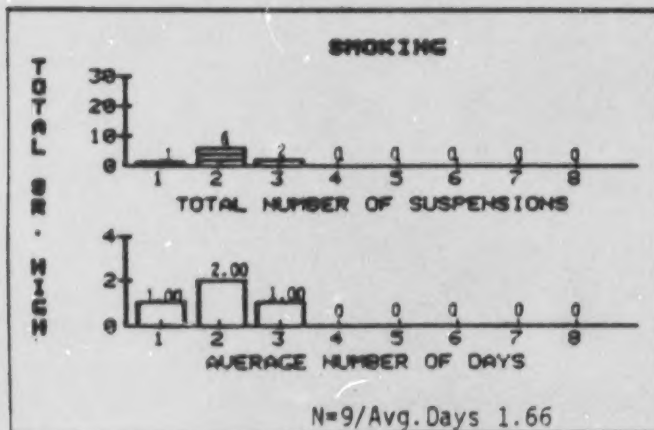
ELEMENTARY
JR. HIGH
SR. HIGH



TOTAL JR. HIGH



TOTAL



TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FIILIPINO 8=INDOCHINESE

Table 6.8

ELEMENTARY
Suspension by Ethnic Group and Reason

		Physical Injury	Disturbance/Defiance	Controlled Substance/Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N= 13	66.7%	16.7%	-	-	-	6.6%	-	-
White	N= 26	23.1%	38.4%	15.4%	-	3.8%	3.8%	15.5%	-
Black	N= 14	64.3%	28.6%	-	-	7.1%	-	-	-
Asian or Other Min.	N= 1	100.0%	-	-	-	-	-	-	-

Table 6.9

JUNIOR HIGH
Suspensions by Ethnic Group and Reason

		Physical Injury	Disturbance/Defiance	Controlled Substance/Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N= 67	41.1%	40.2%	11.2%	3.7%	.9%	-	3.9%	-
White	N=296	38.2%	28.0%	9.4%	5.4%	2.0%	2.7%	2.7%	11.5%
Black	N=196	48.5%	33.7%	1.0%	6.1%	.3%	4.1%	1.5%	4.6%
Asian or Other Min.	N= 37	57.9%	22.3%	3.3%	7.0%	-	1.3%	1.3%	5.2%

Table 6.10

SENIOR HIGH
Suspensions by Ethnic Group and Reason

		Physical Injury	Disturbance/Defiance	Controlled Substance/Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N=110	45.5%	38.2%	10.0%	3.7%	.9%	.9%	-	.9%
White	N=172	25.0%	51.7%	13.4%	2.9%	-	2.3%	1.2%	3.5%
Black	N=281	49.5%	38.8%	3.7%	2.3%	1.4%	1.1%	.4%	.6%
Asian or Other Min.	N= 37	51.4%	37.8%	3.4%	-	5.4%	-	-	-

Table 6.11

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TOTAL
Suspensions by Ethnic Group and Reason

		Physical Injury	Disturbance/Defiance	Controlled Substance/Intoxicants	Stealing	Damage	Obscenities	Weapons	Smoking
Hispanic	N=232	44.8%	38.4%	9.9%	3.4%	.9%	.9%	1.3%	.4%
White	N=494	32.8%	36.8%	11.1%	4.3%	1.4%	2.6%	2.3%	3.2%
Black	N=491	49.5%	36.4%	3.7%	3.9%	1.2%	2.2%	.3%	2.5%
Asian or Other Min.	N= 95	35.3%	28.4%	4.2%	4.2%	2.1%	1.0%	1.0%	3.1%

CONCLUSIONS

1. Hispanic students were suspended in almost direct proportion to their representation within the total population at all three levels. White students at the elementary level were also suspended in almost direct proportion to their representation within the total population but in lower (11.1 percentage points) proportion at the junior high level, with the gap widening another -8.6 percentage points by the senior high level. Black students were suspended in higher proportion to their representation in the total population beginning at the elementary level (+12.0 percentage points) and continuing upwards +5.0 percentage points per level to reach a total disparity at the senior high level of +22.0 percentage points. Asian and other minority students were suspended in lower proportion to their representation within the total population at all three levels with the greatest disparity at the elementary level of -14.1 percentage points. The gap narrows to -8.5 percentage points at the junior high level and continuing downward to reach a -6.0 percentage points disparity at the senior high level. (See Table 6.1.)
2. When the actual number of suspensions were compared to the total enrollment, the same pattern as above existed, with the disparity increasing an additional 1.0 to 3.4 percentage points for Hispanics, .01 to 3.5 percentage points for Whites and virtually no change for Asian or other minorities. Black suspensions at the junior and senior high levels each showed increases of 1.0 percentage point. However, the disparity decreases for Black elementary suspensions but only by .6 percentage point. (See Table 6.2.)

3. The average number of days of suspensions for Whites and Blacks was nearly identical at all levels, varying only from .02 to .07 days. The average number of days for Hispanic suspensions at elementary and senior high levels was at least a half day (.34 to .63) more than the average number of days for White and Black suspensions. At the junior high level, the average number of days for Hispanic students was nearly the same as that for White (.10 days more) and Black (.17 days more) suspensions. There was a wide variance in the average number of days of suspensions between the other ethnic groups at all levels due in part to very small numbers. (See Table 6.3.)
4. There were repeat offenders (students who were suspended more than one time) in every ethnic group except American Indian/Alaskan.
5. The vast majority (75-85%) of students at all levels were suspended only one time and these one-time suspensions were ethnically proportionate to the total students suspended. Another 10-15% of students were suspended two times and these two-time suspensions were also ethnically proportionate to the total students suspended. About 4% of students were suspended three times and of these, both Hispanics and Blacks were disproportionately over-represented, about +8.0 and +20.0 percentage points respectively. The exact reverse was true for White (approximately -20.0) and Asian (approximately -8.0) suspensions. Four-time suspensions totaled 1.2% and of these, Hispanic students were disproportionately over-represented by approximately +34.0 percentage points. Only 1% of students were suspended five or six times (N=2) and both were Hispanic or a disparity of about +83.0 percentage points. (Also see Table 6.4.)
6. Students who were suspended between one and three days accounted for approximately 88% of all suspensions and for each group (one-day suspensions, two-day suspensions, etc.) were ethnically proportionate to the total suspensions, etc.) Of the 2% of students suspended four days, Hispanics were disproportionately over-represented by +15 percentage points and Whites by +11 and Blacks under-represented by -23. The suspensions lasting 5 days accounted for 10% of all suspensions and of these Blacks and Asians were ethnically proportionate to the total suspensions and Whites disproportionately under-represented by 13 percentage points. Hispanics were over-represented in 3-day suspensions by +8 to +10 percentage points. (See Table 6.5.)
7. There were fewer females suspended than males at every level and in every ethnic group. Additionally, Hispanic, White and Asian female suspensions were nearly proportionate to Hispanic, White and Asian males. However, the percentage of Black female suspensions to Black male suspensions was higher at every level (see Table 6.6.)
8. Overall, there was less than a half day variation (+ or -) between male and female average number of days in every ethnic group except Hispanic and Asian where the average number of days for females is approximately a half day less than for males. (See Table 6.7. Note that the wide variation that occurs with the other minorities is a result of small numbers.)

9. The ethnic proportion of all suspensions for Physical Injury to Another Person, Disruption/Defiance, Stealing, and Damage, approximated the ethnic proportion of all suspension.
10. Hispanic and White suspensions are over-represented, and Black suspensions under-represented for Controlled Substance/Intoxication.
11. Hispanic suspensions were under-represented and White and Black suspensions over-represented for Obscenity.
12. Hispanic and Black suspensions were under-represented while White suspensions were over-represented for Weapons and Smoking.
13. There was no significant racial disparity (+.50 day) in the average number of days of suspension by category, except for Damage (Hispanic and White suspensions were .80 days more than the total averages and 1.81 days more than Black suspensions).

The Rand Corporation published in June, 1983, a report, Racial Disparities in the Criminal Justice System, a two-year study which tracked White and Minority offenders through the criminal justice system in three states (California included) and compared their treatment at "key-decision points" in that system. The Rand study showed:

1. Blacks make up only 12 percent of the U.S. population but 48 percent of the prison population; and
2. Hispanics in California receive court-imposed sentences that are +6.5 months longer than Whites.

Suspensions as studied in the 24 Race/Human Relations evaluation schools, show that

1. Blacks make up only 16.9 percent of the total enrollment, but 36.6 percent of all suspensions; and
2. The average number of days of suspension for Hispanics is approximately a half day more than for Whites.

These parallel findings are suggestive of trends or patterns which exist in the societal justice system. The Rand Study results and the SDCS suspensions results both support the need for further research.

The findings indicate that a systematic, differential outcome between ethnic groups existed with regard to suspensions in the 24 Race/Human Relations evaluation schools. The numbers and statistics, however, raise many more questions to be answered.

To the extent that site administrators are allowed discretion in dealing with discipline matters, as well as any resultant suspensions, discrimination (in varying forms) can enter into the decision-making process. By the parameters of this study, the findings clearly suggest that disparities do indeed exist. Whether they can be directly attributable, however, to intentional or institutional discrimination is a matter that necessarily warrants further in-depth study.

RECOMMENDATIONS

In order to determine policy implications in this area, recommendations would include, in addition to existing monthly data collection:

1. Centralize data collection, analysis and reporting of suspensions. Include various additional program designators (e.g., VEEP, Resident Magnet, Non-resident Magnet, etc.) for data processing by the main frame computer.
2. Survey and interview students and staff who have actually come in contact with the suspension system.
3. Perform cross- or correlational analysis of the aforementioned data that have been collected, accounting, where possible, for the most obvious factors that might account for apparent discrimination.
4. Review and utilize research which has been done in the field.
5. Study and publicize preventive measures including studies of recidivism.
6. Review existing policies for procedural elements which may promote disparate suspension practices.
7. Institute intensified inservice for those responsible for using suspension as a disciplinary tool.
8. Investigate the correlation between a school's achievement level and its rate of suspensions.

7.

STUDENT AND STAFF PERCEPTION OF JUSTICE AND FAIRNESS AT THE SCHOOL

STUDENT AND STAFF PERCEPTIONS OF JUSTICE AND FAIRNESS AT THE SCHOOL

DESIGN

As part of the effort to determine baseline data against which to compare future findings of the state and condition of race/human relations in the district, a survey was developed to determine the perceptions of justice, or the administration of discipline and justice, in the schools being evaluated as part of the sample this year. There is much in the literature to suggest the importance of students' perceptions of the administration of justice in the schools. G. W. Allport's early study (1954) entitled The Nature of Prejudice explored the phenomena that perceptions of equal status contacts among students, teachers, and administrators are significant factors in achieving equality in the schools.¹ Cohen and Roper reported that when the administration of a school is perceived to be biased in administering the discipline code, an undermining of the "normative structure of the discipline of the school resulting in interethnic hostilities" is apt to result.² Mercer, Iadicola, and Moore "hypothesize that equal status norms will have a direct effect on equal status contacts and influence educational outcomes both directly and indirectly."³

Other studies abound. It is important to note that there are two points to consider: 1) there must be equality of the administration of justice at the school and 2) students must perceive that there is equality of the administration of discipline or justice. Most often, one acts not necessarily on reality but on one's perception of reality. The results of the survey will speak to this point.

The Survey

The problem was to develop an instrument which would document the overall perception of justice by students and staff at the twenty-four schools in the evaluation sample this year. Basically, "justice" may be defined here as the fair and just implementation of the discipline code, rules, and procedures of the school as they affect the students and the sense of fairness and equity that the students perceive. The instrument design chosen was that of a twenty-five item survey. Response was to a Likert scale with a rank of 1 to 5, with 1 being a low response and 5 a high response. (See Appendix J, for the complete survey with directions for completion.) Starting with an item pool of 65 items, a committee of program evaluators, Race/Human Relations facilitators, administrators, and resource teachers examined the items for face validity and pertinence. A residual pool of 25 items resulted, comprising the final instrument. Originally, the instrument was entitled "Student and Staff Survey of Justice." It was to have been administered at grades 4 through 6 at the elementary level, grades 7 and 9 at the junior high level, and grade 11 at the

¹Reading, Mass.: Addison-Wesley.

²E. G. Cohen and S. S. Roper, "Modification of Interracial Interaction Disability: An Application of Status Characteristic Theory," American Sociological Review, 1972, 37: 613-637.

³Jane R. Mercer, Peter Iadicola, and Helen Moore, "Building Effective Multiethnic Schools," in School Desegregation: Past, Present, and Future, by Stephens and Feagin, Eds. Plenum, N.Y., 1980.

senior high level. At a meeting of the principals involved in the race/human relations evaluation on January 10, 1983, it was decided that the term "justice" would be dropped from the title. It was further suggested and later validated by field testing that it would not be wise to expect fourth- and fifth-grade students to understand the concept of scale response--the 1 to 5 concept. Therefore, it was decided that the instrument would be administered only at the sixth-grade at the elementary level.

On January 10, 1983, a total of 9678 surveys were sent to the schools involved in the sample for race/human relations evaluations this year. At the elementary level, 1321 were sent; 5709 were sent at the junior high level; and 2648 were sent at the senior high level. Altogether, 8520 surveys were returned by students and staff, for a return rate of 88%. A total of 7464 returns were received from students and 1056 were returned by staff. Table 7.1, "Justice Survey: Average Response, Total Survey," breaks down the number of respondents and average response according to ethnic group, school level, treatment vs. comparison, and student/staff.

Table 7.1

JUSTICE SURVEY
AVERAGE RESPONSE

Totals

GROUP	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON	TREATMENT	COMPARISON
STUDENTS	N= 44	N= 88	N= 230	N= 201	N= 171	N= 21	N= 75	N= 101	N= 67	N= 47	N= 587	N= 458
ELEMENTARY	3.48	3.74	3.59	3.88	3.44	3.65	3.50	3.70	3.60	3.93	3.52	3.80
STUDENTS	N= 281	N= 103	N= 1297	N= 989	N= 225	N= 157	N= 268	N= 236	N= 184	N= 94	N= 2255	N= 1579
JR. HIGH	3.27	3.39	3.20	3.45	3.31	3.20	3.29	3.60	3.20	3.40	3.22	3.44
STUDENTS	N= 142	N= 161	N= 758	N= 487	N= 302	N= 323	N= 205	N= 55	N= 103	N= 49	N= 1510	N= 1075
SR. HIGH	3.19	3.19	3.11	3.11	3.18	3.12	3.19	3.20	3.01	2.98	3.14	3.12
STAFF	N= 4	N= 11	N= 136	N= 127	N= 14	N= 13	N= 2	N= 3	N= 1	N= 6	N= 157	N= 160
ELEMENTARY	4.37	4.28	4.06	4.32	4.21	4.40	4.60	4.11	4.92	4.47	4.09	4.31
STAFF	N= 6	N= 7	N= 127	N= 149	N= 14	N= 1	N= 10	N= 5	N= 10	N= 6	N= 167	N= 168
JR. HIGH	4.16	4.19	3.92	4.30	3.37	4.00	3.14	4.43	3.58	3.81	3.80	4.26
STAFF	N= 13	N= 12	N= 171	N= 142	N= 10	N= 19	N= 2	N= 14	N= 17	N= 4	N= 213	N= 191
SR. HIGH	4.11	3.76	4.10	3.82	3.98	3.11	3.50	3.10	3.77	3.12	4.07	3.69

FINDINGS

The validity of a Likert-type survey depends highly on two factors: face validity and reliability over repeated usage. In the case of this instrument, a strong effort was made to insure that the items used had face validity: the items were adjudged to be capable of gathering reliable information specific to the item. Reliability and further validity of the instrument as a whole can be examined with continued usage. The instrument does not follow explicitly the practice of Likert in that the items were stated all in the positive; Likert recommends that a representative number of the items be stated in the negative. Most school administrators object to items stated in the negative because they fear that doing so prejudices the respondent in the negative direction. Again, with a true Likert instrument, the main concern is with the sums of the instruments and the mean responses of the total instrument. In this case, the results will be highly useful as needs-assessment data for planning; therefore, we are interested in results by item.

Table 7.1, shows that the average response by practically all groups was very high on this instrument. Of 36 groups responding only one--"Other, Comparison, Senior High Students"--has a response under 3.00: or 2.98. Table 7.1 shows that this group was represented by 49 students. Responses under three (3) are generally considered negative, while responses over three (3) are considered positive responses. For the student, then, 29 of 30 responses (excluding the Total Responses, two right columns) were of a positive dimension. For the staff responses, all were above three (3), and 17 were above the 4.00 range--very positive.

The data can be broken down for comparisons in multiple ways. However, the most important comparisons are within school levels between the student ethnic backgrounds. A major responsibility within a voluntary integration program is to insure that students in each ethnic group feel--perceive--that they are getting a fair shake in treatment, especially in the area of discipline. Therefore, it is necessary to compare the responses of the minority groups against the majority (White) group. For instance, looking at Table 7.1, one can see that in 3 cases out of 6, White perceptions of equality of justice were more positive for the White students compared with the Black; the same applies to the Hispanic group. Thus, in three other comparisons, the minority responses were higher than the White. The same is also true with the Asian vs. White comparison. In the case of the staff, only two of six groups of Black ethnic background are below the White; and three groups of Hispanic are below. Therefore, in four cases the minorities' response was higher. These data tend to suggest that there is no overwhelming feeling that minorities are being discriminated against in terms of the administration of justice exists. Another factor which must be considered is that of numbers. As the N (numbers responding) increase, there will be a tendency to regress to the mean response--3. Most of the N's are large enough to make comparisons easy and valid, even though in almost all cases, the number of white students are largest. In some cases, however, very small N's make the data suspect. For instance, in the case of staff responses there were 384 White staff responding at the junior high level with only 15 staff responding in the Asian category. Moreover, in the case of the one negative total response, the group making the response was "Other: Comparison" which consisted of 49 students spread over three schools. However, the mean responses shown are "weighted" means; that is, each response is multiplied by the number responding and divided by the total number responding multiplied by the total number of items. In this regard the

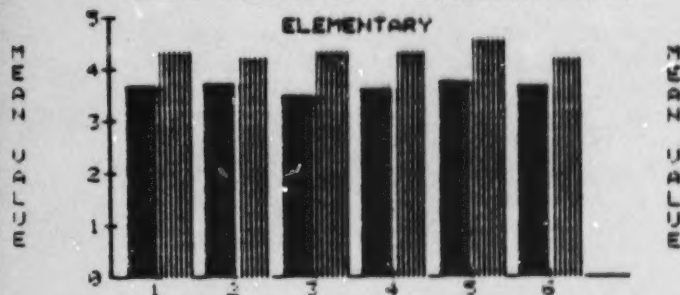
mean responses are more valid.

Figures 7.1, 7.2, and 7.3 help to show graphically the small differences between student groups of the various ethnic backgrounds. Figure 7.1, "Mean Response: Student/Staff: Elementary," shows the average (mean) response across items for those students responding--comparison and treatment. Figure 7.2, shows the junior high responses and Figure 7.3 shows the senior high responses. (The figures also show that in all cases, except Asian at junior high and senior high, the responses of staffs of the various ethnic backgrounds were higher than the student responses.) The evenness of the solid bars shows that student responses did not have a great dispersion of range.

Figure 7.1

MEAN RESPONSE: STUDENT/STAFF

ELEMENTARY

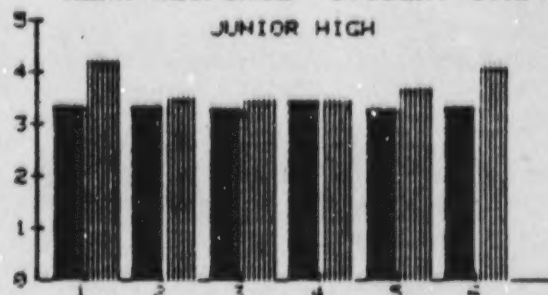


LEFT BAR (SOLID) = STUDENT
RIGHT BAR (SHADED) = STAFF
1: HISP 2: WH 3: BL 4: ASH 5: OTH 6: TOTAL

Figure 7.2

MEAN RESPONSE: STUDENT/STAFF

JUNIOR HIGH

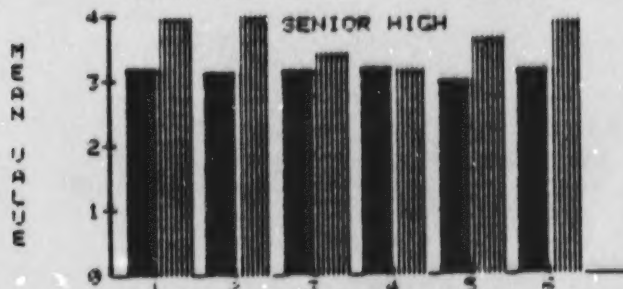


LEFT BAR (SOLID) = STUDENT
RIGHT BAR (SHADED) = STAFF
1: HISP 2: WH 3: BL 4: ASH 5: OTH 6: TOTAL

Figure 7.3

MEAN RESPONSE: STUDENT/STAFF

SENIOR HIGH



LEFT BAR (SOLID) = STUDENT
RIGHT BAR (SHADED) = STAFF
1: HISP 2: WH 3: BL 4: ASH 5: OTH 6: TOTAL

Figure 7.4, "Justice Survey: Mean Response: Students," shows graphically that there is a clear disparity between the student responses at elementary, junior high, and senior high school levels. All of the responses fall between 3 and 3.8 on the 5-point scale. Like steps on a ladder, the elementary students were most positive (top), junior high students were second most positive (middle), and senior high students were least positive (bottom), though no responses for the combined groups (treatment/comparison) fell below 3 into the negative range. Figure 7.5, "Staff Combined: Elementary, Junior High, Senior High," shows that in most instances the same holds true for staff responses. Overall, the elementary staff response still is far above the junior high and senior high staff in most instances (ethnic categories). Figure 7.6, "Staff, Comparison: Elementary, Junior High, and Senior High," shows that within the comparison schools, there is considerable agreement among the ethnic groups in the elementary and senior highs, but the senior high staff (comparison) are much more negative--comparatively.

Figure 7.4

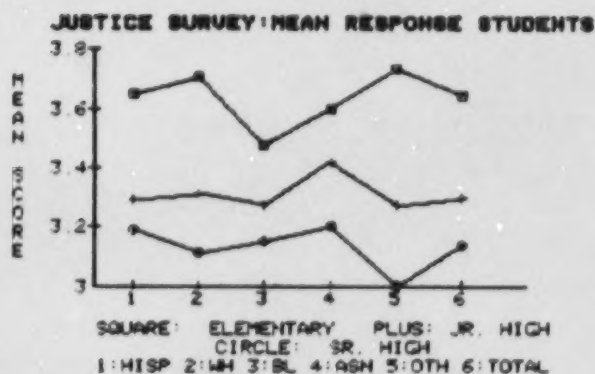


Figure 7.5

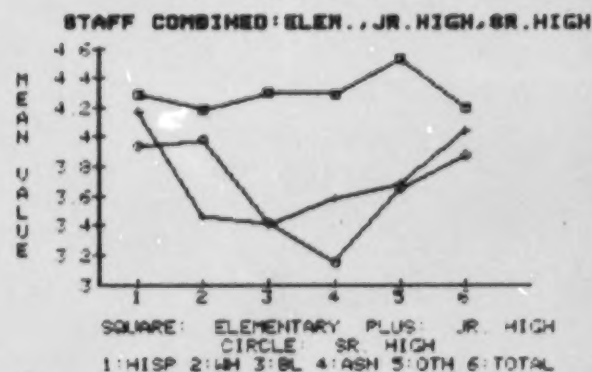
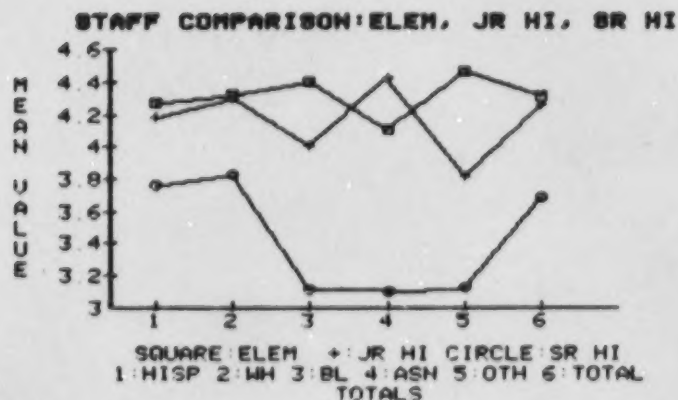
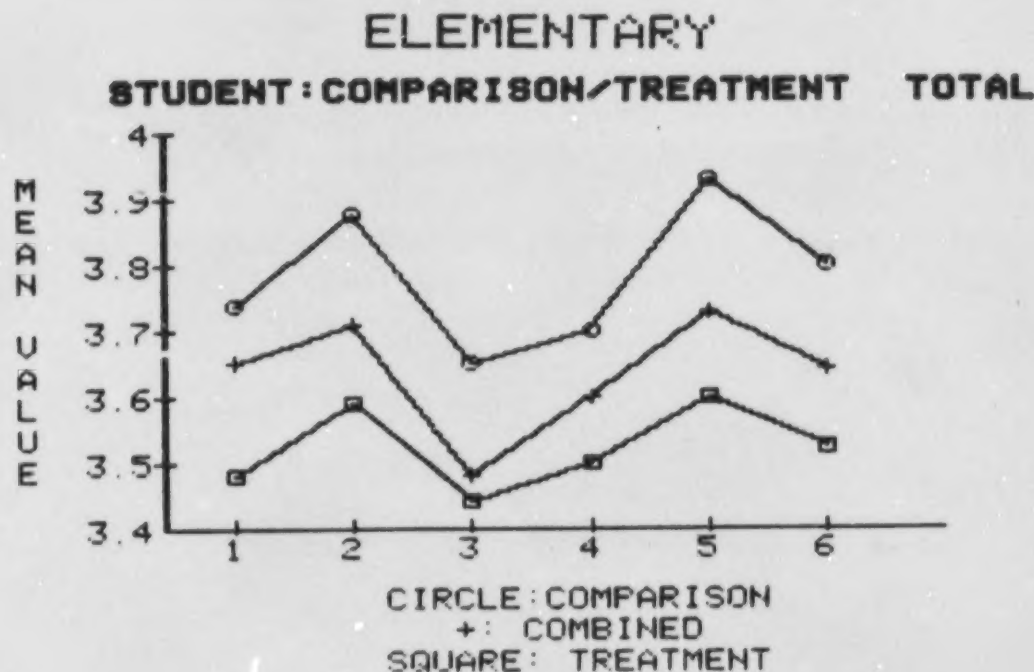


Figure 7.6



Here it must be mentioned that there should be only chance differences between the comparison group and the treatment group for this part of the race/human relations study. Schools were chosen randomly by elementary, junior high, and senior high schools. There was no treatment of any kind which might have influenced the results administered before the survey: the resulting data were meant to be a baseline, a picture of how things are now against which to measure future movement. In other parts of this race/human relations study, there were conditions of treatment which might influence certain outcomes. Figure 7.7, "Student: Comparison/Treatment Total, Elementary," shows that differences in response did occur between comparison and treatment groups--and they were consistent across groups, as the graph shows. Hispanic comparison is higher than Hispanic treatment, etc. However, the scale on the left goes only from 3.4 to 4.0, with the results lying somewhere within 0.6 (six-tenths) of a point. (Correlations and statistical differences are discussed elsewhere in this report.) Multiple tables generated by the data are to be found in Appendix K for those wishing to pursue further these comparisons.

Figure 7.7



Generally, it can be noted that there is a distinct--and as pictured by the graphs, a visible--difference between the responses of students and staff, with staff response being higher at each level (Figures 7.1, 7.2 and 7.3). There is also a difference between student response from elementary to junior high to senior high, with each case being a progression from high to low, in that order (Figure 7.4). Most probably, these features could have been predicted: elementary students tend to be more positive than junior high school students, who, in turn, tend to be more positive than high school students. Staff--teachers, resource teachers, and administrators--tend to view their work more positively than those on the receiving end of it: we all like to think we are doing a creditable job. The importance in the data of this study will be found in how successful schools are able to cause the gap to close between perceptions of students of various ethnic backgrounds, and, just as importantly, between staff and students.

Correlations Between Groups and Levels

A chi square test of statistical significance was run to determine if differences in responses on the Justice Survey of student/staff, treatment/comparison groups at the elementary, junior and senior high levels were significantly different from those responses that would be expected.

The responses on the survey with the ranks of 1 and 2 (low end of the scale) were combined and compared to the ranks of 4 and 5 (high end of the scale) combined for student/staff, treatment/comparison for the school levels cited above. The chi square results indicated significant differences ($df = 1$, $p < .001$) for the combined totals between students and staff for all 25 items on the survey.

In additional analysis of the data, the percent of students and the percent of staff responding at the higher end of the scale (ranks 4 and 5 combined) were determined.

The percent of staff was consistently higher than the percent of students as shown in Table 7.2. Further analysis of the top six items, those with the highest percent difference, showed that for four items (10, 15, 14, 8) the percent difference was greater from elementary to junior high to senior high. (See Table 7.3.)

Table 7.2

PERCENT DIFFERENCE BETWEEN STUDENT AND STAFF RESPONSES
ON JUSTICE SURVEY FOR HIGH END OF SCALE (4 AND 5)

Item No.	Item	Percent of Staff	Percent of Students	Percent Difference
10	Teachers listen to student's side of story.	92	47	45
19	All students feel they are respected here.	76	35	41
18	Students feel safe and secure at our school.	84	46	38
15	They try to do something about complaints here.	87	50	37
14	Students' complaints are listened to.	91	58	33
8	Administrators listen to student's side of story.	91	62	29
3	Students have a part in writing the rules of the school.	50	23	27
12	Teachers give referrals only for clear violation.	84	58	26
24	Rich and poor students feel comfortable and welcome here.	86	61	25
23	Rules and regulations are reviewed annually.	84	59	25
7	Students present their side when charged.	92	68	24
17	Whoever treats another unfairly is punished here.	76	52	24
20	Both males and females are treated equally and fairly.	91	67	24
21	Secretaries and clerks treat students equally and fairly.	90	68	22
6	Infractions are explained before punishment is given.	94	73	21
4	Students have a means to express rules concern.	70	50	20
11	"Punishers" treat all races fairly.	93	73	20
16	There is a clear way to present complaints to Principal.	67	47	20
2	Rules are taught so that all students understand them.	94	66	18
22	Cafeteria workers treat students equally and fairly.	92	74	18
13	I know whom to see about complaints.	88	71	17
5	All races and backgrounds are disciplined equally.	91	76	15
9	Counselors listen to student's side of story.	93	80	13
25	All races/backgrounds take part in our school activities.	92	80	12
1	There is a written form of rules and behavior.	91	84	7

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Table 7.3

PERCENT RESPONSES OF ELEMENTARY, JUNIOR, AND SENIOR HIGH STUDENTS
TO SELECTED ITEMS ON JUSTICE SURVEY
FOR HIGH END OF SCALE (4 AND 5)

Item No.*	Percent of Students			Combined Total Percent Difference
	Elem.	Jr. High	Sr. High	
10	24	48	48	45
19	54	31	31	41
18	34	43	23	38
15	22	33	48	37
14	20	32	41	33
8	18	28	37	29

*Refer to Table 7.2 for item content.

These four items indicate students do not feel that they are "listened to" or their "complaints" attended to; this is particularly so at the secondary level.

Item 19 indicated that a higher percentage (54 vs. 31) of the elementary students do not feel they are respected at school.

The responses to item 18 show that a higher percentage (43%) of junior high school students do not feel safe and secure at school than elementary (34%) or senior high students (23%).

Strengths and Weaknesses As Shown by Individual Items of the Survey

Tables 7.4, 7.5, and 7.6 summarize the combined (comparison and treatment) responses for the three levels of students (elementary, junior high, and senior high). The items in each table are arranged from most positive to most negative-- according to the mean response for each item. The first grouping represents the six most positive items. (The items are abridged here to enable them to be put into the space in the computer which arranged them. The complete survey form can be found appended hereto as Appendix J.) Five of the items were in the top six for all three groups: 5, 23, 9, 1, and 6. This would tend to establish some validity for the instrument. In the lowest group of six, there were two items common to all three groups: items 19 and 3. Additionally,

two items, 18 and 4, were common to elementary and junior high, while junior high and senior high agreed on items 16 and 10. Item 17 appeared in the elementary bottom six as well as the senior high bottom six and was only 10th from the bottom for junior high.

Item 3 ("Students have a part in writing the rules of the school,") was consistently the lowest item across all student groups. At the elementary level it was the only item to fall below 3.00, registering 2.63. At the junior high level, all six of the lowest six items were negative. And at the senior high level the bottom ten items registered in the negative category (below 3.00).

As with most instances of life, the data contain some good news and some bad news. It is encouraging to see, for instance, that item 5 ("All races and backgrounds are disciplined equally") fell within the top six most positive items at all three grade levels--elementary, junior high, and senior high. However, in every instance except one of the breakouts of the data by ethnicity, the White respondents have a higher mean value assigned to number 5 than does the ethnic category Black. In one instance where Black is higher, the number responding is 1, and it is a staff member scoring the item a 5. That means that in all the student groupings, White scores were higher than Black scores; and in all but two cases, White scores were higher than Hispanic. In some instances, item 5 fell out of the top six category for the Black students, as in the case of "Student, Treatment, Junior High." However, in no case did the Mean Value score fall lower than 3.00, the lowest being 3.20. (See Appendix K for the item by item response by ethnic group for treatment and comparison students.)

From the standpoint of the bad news, all three groups of students gave item 3 a negative response: elementary 2.63, junior high 2.27, and senior high 2.13. This item ("Students have a part in writing the rules of the school") ranked last at all three levels. Unfortunately, item 19 ("All students feel they are respected here") ranked 24th for elementary and junior high and 23rd for senior high. Item 18 ("Students feel safe and secure at our school") ranked 23rd for both elementary and junior high school students.

Table 7.4

JUSTICE SURVEY

Ranked Average Response
STUDENT
Combined Total
Elementary

Item No.	Item	Average Response
5	All races and backgrounds are disciplined equally.	4.12
13	I know whom to see about complaints.	4.07
23	All races/backgrounds take part in our school activities.	4.04
9	Counselors listen to student's side of story.	4.01
1	There is a written form of rules and behavior.	3.97
6	Infractions are explained before punishment is given.	3.90
11	"Punishers" treat all races fairly.	3.89
21	Secretaries and clerks treat students equally and fairly.	3.87
2	Rules are taught so that all students understand them.	3.84
24	Rich and poor students feel comfortable and welcome here.	3.78
8	Administrators listen to student's side of story.	3.73
7	Students present their side when charged.	3.71
14	Students' complaints are listened to.	3.64
22	Cafeteria workers treat students equally and fairly.	3.63
10	Teachers listen to students' side of story.	3.62
12	Teachers give referrals only for clear violation	3.60
25	Rules and regulations are reviewed annually.	3.55
15	They try to do something about complaints here.	3.50
16	There is a clear way to present complaints to Principal.	3.49
20	Both males and females are treated equally and fairly.	3.45
17	Whoever treats another unfairly is punished here.	3.38
4	Students have a means to express rules concern.	3.34
18	Students feel safe and secure at our school.	3.32
19	All students feel they are respected here.	3.10
3	Students have a part in writing the rules of the school.	2.63
TOTAL		3.64
N = 1045		

Table 7.5

JUSTICE SURVEY

Ranked Average Response

STUDENT

Combined Total

Junior High

Item No.	Item	Average Response
1	There is a written form of rules and behavior.	4.23
9	Counselors listen to student's side of story.	3.92
23	All races/backgrounds take part in our school activities.	3.82
5	All races/backgrounds are disciplined equally.	3.80
13	I know whom to see about complaints.	3.75
6	Infractions are explained before punishment is given.	3.61
11	"Punishers" treat all races fairly.	3.64
22	Cafeteria workers treat students equally and fairly.	3.60
7	Students present their side when charged.	3.50
20	Both males and females are treated equally and fairly.	3.41
21	Secretaries and clerks treat students equally and fairly.	3.39
25	Rules and regulations are reviewed annually.	3.35
2	Rules are taught and all students understand them.	3.34
8	Administrators listen to student's side of story.	3.33
12	Teachers give referrals only for clear violation.	3.23
17	Whoever treats another unfairly is punished here.	3.20
24	Rich and poor students feel comfortable and welcome here.	3.20
14	Students' complaints are listened to.	3.19
15	They try to do something about complaints here.	3.03
4	Students have a means to express rules concern.	2.99
16	There is a clear way to present complaints to Principal.	2.98
10	Teachers listen to student's side of story.	2.82
18	Students feel safe and secure at our school.	2.62
19	All students feel they are respected here.	2.50
3	Students have a part in writing the rules of the school.	2.27
TOTAL		3.30
N = 3834		

Table 7.6

JUSTICE SURVEY

Ranked Average Response

STUDENT

Combined Total

Senior High

Item No.	Item	Average Response
1	There is a written form of rules and behavior.	4.07
23	All races/backgrounds take part in our school activities.	3.88
22	Cafeteria workers treat students equally and fairly.	3.73
9	Counselors listen to student's side of story.	3.71
5	All races and backgrounds are disciplined equally.	3.70
6	Infractions are explained before punishment is given.	3.50
11	"Punishers" treat all races fairly.	3.50
20	Both males and females are treated equally and fairly.	3.45
13	I know whom to see about complaints.	3.31
7	Students present their side when charged.	3.29
21	Secretaries and clerks treat students equally and fairly.	3.20
2	Rules are taught so that all students understand them.	3.15
24	Rich and poor students feel comfortable and welcome here.	3.07
8	Administrators listen to student's side of story.	3.02
12	Teachers give referrals only for clear violation.	3.02
14	Students' complaints are listened to.	2.94
18	Students feel safe and secure at our school.	2.93
25	Rules and regulations are reviewed annually.	2.88
4	Students have a means to express rules concern.	2.84
10	Teachers listen to student's side of story.	2.75
17	Whoever treats another unfairly is punished here.	2.69
15	They try to do something about complaints here.	2.68
19	All students feel they are respected here.	2.55
16	There is a clear way to present complaints to Principal.	2.50
3	Students have a part in writing the rules of the school.	2.13
TOTAL		3.14
N = 2585		

Student Comments

Students were given the opportunity to comment on the various items of the survey or on discipline and/or justice at their school in general. Table 7.7 gives a breakdown of the comments according to a) positive or negative comments, b) minority or majority, c) elementary or secondary, and d) treatment or comparison. The most immediate impressions from the table are:

- a. More secondary than elementary students made comments.
- b. There were many more negative than positive comments.
- c. There were more comments by majority than by minority students.

All three categories are to be expected. Secondary students (7 through 12) would be expected to make more comments than elementary students (6th grade students). As students progress through junior high school--in our society, at least, they tend to become less positive about their school life. The numbers (N's) of majority students were greater, resulting in more comments.

Basically, the comments did not add significantly to the data. There were instances, however, where the comments reinforced the data produced as responses to items. Across all items of the survey, number 3 ("Students have a part in writing the rules of the schools.") was the lowest average response. Elementary students gave it a mean value of 2.63, junior high students rated it at 2.27, and senior high students, at 2.13. The written comments pertaining to the item indicated that students were unaware of any opportunity to take part in formulating school rules. Typical comments were: "I don't think you really let the students have any say in the rules," or "If we do have a part in writing the rules of the school, I've never heard of it." The comments tended to emphasize the students' perception that they were unable to impact the schools' disciplinary/justice system.

Another item with very low rating, or mean value assigned, was item 19, "All students feel they are respected here. Both junior and senior high school students gave this item a 2.50 rating, and it received the second lowest rating from elementary students. Comments like "Respected in high school? Give me a break!" or "Some people treat the not-so-wealthy really cruel" give insight into what was behind the low rating. Indicative also were the general comments which mentioned a lack of respect for "kids" by adults in all job categories at the school. Frequent references were made to not being listened to or being listened to but ignored or to being openly ridiculed by adults. An often repeated comment was that "Counselors will listen to students' complaints, but they won't do anything about them."

Table 7.7

Number of Positive & Negative
Items Recorded Per Majority/Minority: Elementary & Secondary
Treatment and Comparison

Item	Elementary Students Treatment				Secondary Students Treatment				Elementary Students Comparison				Secondary Students Comparison			
	Minority		Majority		Minority		Majority		Minority		Majority		Minority		Majority	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
1.				1		2	1				1					2
2.				1		3	1	2							1	2
3.				2		5	1	3						1		2
4.			1			1	1	5					1			3
5.							2	6			1		1			4
6.						1	4	8								1
7.				1				7			1					1
8.					1	2	2	7			1			1	1	
9.					1		4	3					1	4		
10.					1		3	9			2			2		5
11.						1	1	3						1		
12.						1	3	10			1				1	1
13.							4	6						1		2
14.				2	1	2	2	4			1			1		5
15.		1		2		1	1	3								3
16.		1		2		1	3	2							1	4
17.		2	1	1		2	2	6			1			1		2
18.		1	1	1		1	4	2			1					5
19.						1	1	1			3				1	1
20.						1	1	6			1			2		1
21.								1		1	3	5		3		
22.		1		2		1	1	4			3	1		2		
23.				1		4		4			1					
24.		1				3	1	3								
25.		1		2				10								2
General	3	11	4	19	6	41	6	66	1	0	1	1	8	18	19	51
Total	3	19	7	37	11	77	48	199	1	1	13	16	11	37	24	99

Item 10, "Teachers listen to students' side of the story when students are accused of breaking a rule," received a negative rating by both junior and senior high students (2.82 by junior high students and 2.75 by senior high students). The general indication in the written comments was that this varied from teacher to teacher. Only two minority students wrote comments on this item. One Black student focused on teachers not being involved, and one Asian student answered, "Sometimes." A comment which seems to reflect the general attitude was, "I don't think so, because teachers don't always listen. They usually assume that students are wrong without letting them speak." Item 18, relating to feelings of safety and security, was one of those items receiving a rather negative rating: third lowest by elementary students, a 2.62 rating by junior high students, and a 2.93 by senior high students. In each case (with the exception of one junior high student), Black students registered the lowest response to this item. The general indication was that students did not feel safe on the outside grounds. There were references to locker break-ins, thefts, and fights in the written comments.

Overall, the negative comments seem to indicate that in areas of rule making and in some areas of personal interests (getting a responsive hearing, receiving equal respect, feeling safe), students feel that they have little impact. One must keep in mind, however, that overall the results of the survey are very positive across all groups and that, relative to the number of total surveys, very few students made comments. Therefore, not too much weight can be ascribed to the comments yielded by the survey. All comments made by students and staff can be found in Appendix L.

The significance of the findings is that the data are baseline data, and baseline data are needs assessment data. Beyond that data reported here in the narrative and that to be found in the appendix are the data for the individual schools evaluated or examined. Using the data available in this report and the original surveys available for their use, schools--both within and without the sample--can see where the perceptions of their students and staff lie. Using this information they can examine their own priorities, examine their practices, and begin to set their objectives and direct resources in an effort toward making improvements. For instance, since item 3 ("Students have a part in writing the rules of the school,") is the lowest item in assigned mean value across all grade levels, a school can begin to devise practices to insure student input into the rule-making and reviewing process. Just as importantly, schools can begin to make "upfront" to the students the site process whereby students do have input into rule making and reviewing. (Survey response on this item will not improve, necessarily, simply by involving more students in the process: that this is being done needs to be communicated to all students.) This is illustrated by the fact that a great many students at the elementary level say that their site does NOT have a written form of the rules and regulations: district procedures require that this be done and probably every school in the district does it.

Each school in the sample may wish to look at the returns of their particular school, compare this data with the survey results in general, choose a limited number of priorities (objectives) and set goals and objectives for improvement. Results will be most striking where efforts are communicated clearly to the entire student body and staff. Schools outside the sample can look at the data, make inferences as to how that data apply to their school site, and direct time and resources to making improvements as they choose.

CONCLUSIONS

The following conclusions seem appropriate in view of the data:

1. Elementary, junior high, and senior high school students agree that the following items represent areas of positive or high regard in the schools' climates of justice:
 - All races and backgrounds are disciplined equally.
 - All races/backgrounds take part in our school activities.
 - Counselors listen to student's side of story.
 - There is a written form of rules and behavior.
 - Infractions are explained before punishment is given.

There is agreement at the three levels that the following are items of negative or low regard in the schools' climates of justice:

- Students have a part in writing the rules of the schools.
 - All students feel they are respected here.
2. Staff responses to the survey instrument are more positive than student responses.
 3. Student responses at the elementary level are more positive than the responses of junior high students; junior high students generally have more positive responses than senior high students.
 4. Differences between treatment groups and comparison groups cannot be accounted for programmatically; therefore, they must be accounted for by the chance of selection.
 5. The data form a baseline from which to compare future results.

RECOMMENDATIONS

The following recommendations seem appropriate:

1. Use individual school data and the results of this survey to arrive at goals and objectives for the specific site.
2. Involve students more in the process of discipline and justice at the site and create greater consciousness among students not immediately involved in the process of how students are represented and may be involved in the process.
3. Emphasize to sites and communities the positive aspects revealed by the survey.
4. Work to narrow the gap between staff and student perceptions of justice in the schools.

8.

STUDENT CAREER GOALS

STUDENT CAREER GOALS

DESIGN

Source of Data

In November, 1982, the Career Planning Inventory (CPI) was administered to approximately 20,000 students in grades 8, 10, and 12. Copies of the CPI for each grade level can be found in Appendix M. The CPI asks about career/educational plans and asks each student to make two career choices. The results of the CPI were published in March, 1983, by the Career Education Unit of the Curriculum and Programs Division and this analysis is based on the data for the secondary schools in the Race/Human Relations evaluation sample.

Focus of Analysis

The purpose of the analysis was to determine whether any trends or patterns in career and educational goals and plans existed which could be related to gender or ethnicity. The Inventory is divided into two sections. The first section asks a variety of questions related to career and educational plans, while the second presents a list of jobs grouped into 12 categories from which respondents are to choose. For the analysis, the District summaries were used to determine the top 20 career choices for each of the three grade levels. Each of the schools in the evaluation was analyzed according to these choices and the data grouped into male, female, Hispanic, White, Black, and Asian clusters.

The Inventory results listed some 47 different responses to the questions posed in the first section. Of these, the following were chosen for this analysis:

1. Present classes relate to general education
2. Present classes relate to trade or industry
3. Present classes relate to business
4. Present classes relate to college prep
5. Students uncertain of aptitudes
6. Plan to work with no further education
7. Plan to pursue the career of homemaker
8. Plan to join the military service
9. Plan to enter an apprenticeship program
10. Plan to go to a trade or business school
11. Plan to complete a junior college program
12. Plan to go from a junior college to a four year college
13. Plan to go right to a four-year college
14. Plan to attend more than four years of college
15. Students indicating they may not graduate

As with the career choice data, each school in the evaluation was reviewed on the above responses with the results again grouped by gender and ethnicity.

Procedures

The figures used in the analysis are percentages rounded to the nearest tenth. After the data were assembled for each individual school and grade level, the figures for the gender and ethnic groups were combined to determine a mean or average percentage for each according to the division between comparison and treatment schools for grades 8, 10, and 12.

Career planning categories of less than 10 students were not included in this analysis (see Appendix N for table of sample sizes). It was also determined that percentages would not be weighted.

FINDINGS

The results of the career choice analysis of the CPI are displayed in Tables 8.1, 8.2, and 8.3, showing top three career choices by group and grade level.

Career Distribution Analysis

Using the information on the top 20 career choices compiled for each school and grade level in the evaluation, means were computed by combining data into treatment and comparison group divisions. Tables 8.1 through 8.3 show the top three career choices at grades 8, 10, and 12 by sex and ethnic group. Data from District summaries are included for comparison.

Information on these charts and additional analysis of career choice distribution revealed in the student interest data sheets showed the following patterns:

Male:	Professional athlete, physician, auto mechanic, computer programmer
Female:	Physician, lawyer, actress, veterinarian, cosmetologist registered nurse
White:	Physician, lawyer, computer programmer
Black:	Professional athlete, computer programmer, physician
Hispanic:	Auto mechanic, lawyer, physician
Asian:	Physician, computer programmer, computer operator

The following careers were popular with all groups and grade levels:

Physician (especially in Asian groups)
Lawyer (especially in Female groups)
Computer careers

TABLE B.1
 SAN DIEGO CITY SCHOOLS
 RACE/HUMAN RELATIONS EVALUATION
 CAREER PLANNING INVENTORY ANALYSIS
 TOP THREE CAREER CHOICES
 GRADE 8

	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN
DISTRICT	Prof. Athlete Physician Computer Progrmr.	Physician/ Actress Veterinarian/ Model Lawyer	Prof. Athlete Physician Auto Mechanic	Physician Prof. Athlete Actor/ Actress	Prof. Athlete Physician Actor/ Actress	Physician Computer Progrmr. Prof. Athlete
COMPARISON SCHOOLS	Prof. Athlete Physician Auto Mechanic	Veterinarian Actress Physician	Auto Mechanic Lawyer Architect	Physician/ Veterinarian Animal Keeper	Physician Actor/ Actress Prof. Athlete	Physician Computer Progrmr. Prof. Athlete
TREATMENT SCHOOLS	Prof. Athlete Physician Computer Progrmr.	Actress Model Physician	Actor/ Actress Prof. Athlete Architect	Physician Prof. Athlete Veterinarian	Prof. Athlete Actor/ Actress/ Physician Model	Physician Physician Prof. Athlete

TABLE B.2

SAN DIEGO CITY SCHOOLS

RACE/HISPANIC RELATIONS EVALUATION

CAREER PLANNING INVENTORY ANALYSIS

TOP THREE CAREER CHOICES
GRADE 10

	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN
DISTRICT	Prof. Athlete Computer Progrmr. Physician/ Auto Mechanic	Physician Cosmetologist Lawyer/ Model	Computer Operator/ Auto Mechanic Cosmetologist Secretary	Physician Computer Progrmr. Prof. Athlete	Prof. Athlete Physician Computer Operator	Physician Computer Progrmr. Computer Operator
COMPARISON SCHOOLS	Prof. Athlete Physician Airline Pilot	Physician Cosmetologist Secretary	Secretary Lawyer Physician	Physician Computer Progrmr. Lawyer	Prof. Athlete Computer Operator Physician	Computer Operator Auto Mechanic Electronics Tech.
TREATMENT SCHOOLS	Prof. Athlete Physician Auto Mechanic	Physician Cosmetologist Lawyer	Lawyer Auto Mechanic Computer Progrmr.	Physician Veterinarian Airline Pilot	Prof. Athlete Physician Computer Progrmr.	Physician Computer Progrmr. Computer Operator

TABLE B.3

SAN DIEGO CITY SCHOOLS

RACE/HUMAN RELATIONS EVALUATION

CAREER PLANNING INVENTORY ANALYSISTOP THREE CAREER CHOICES
GRADE 12

	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN
DISTRICT	Computer Progrmr. Elect. Engineer/ Auto Mechanic Physician	Computer Progrmr. Accountant Registered Nurse	Computer Operator Computer Progrmr. Physician	Computer Progrmr./ Lawyer Physician Accountant/ Psychologist	Computer Progrmr. Computer Operator Accountant	Computer Progrmr. Elect. Engineer Physician
COMPARISON SCHOOLS	Computer Progrmr. Electronics Tech. Architect	Registered Nurse Lawyer Accountant	Auto Mechanic Computer Progrmr. Cosmetologist	Computer Progrmr. Accountant Lawyer	Computer Progrmr. Registered Nurse Accountant	Computer Progrmr./ Elect. Engineer Computer Operator Registered Nurse
TREATMENT SCHOOLS	Computer Progrmr. Elect. Engineer Physician	Psychologist Accountant Lawyer	Electronics Tech. Accountant Auto Mechanic	Lawyer Accountant Physician	Prof. Athlete Architect Psychologist/ Police Officer	Elect. Engineer Computer Progrmr. Physician

The Asian group is the first to indicate a preference for computer-related careers in the 8th grade, retaining a strong interest throughout the data. At the 8th and 10th grades, all ethnic groups tend to have similar aspirations in terms of professional and blue-collar careers. By the 12th grade, the White group indicates a propensity for professional careers, while the data for the Hispanic groups include more blue-collar jobs. Professional athlete remains a top choice in Black groups more consistently than in other groups.

Career choices change by the 12th grade. In the District summary data, professional athlete is a high choice in grade 8 but drops in popularity by grade 12. In the 12th grade, the job of accountant appears in the top three choices for the first time, and interest in computer careers is stronger. It should also be noted that in the female groups, registered nurse has apparently superseded physician, which, though still highly popular, is no longer in the top three choices.

Analysis of Responses to CPI Questions Related to Career and Educational Plans

The results of the responses to the questions related to career and educational plans chosen for this analysis can be found in Appendix O. Following is a brief analysis of the responses to each question.

1. Present classes relate to general education

A significant increase occurs between the 8th and 10th grades, then declines somewhat in the 12th grade. Minority groups generally show lower percentages (from 2 to 12 percentage points) than Whites by grade 12.

2. Present classes relate to business

This area is dominated by females, with differences as much as 20.1% female to 6.5% male by grade 12. Minority groups show consistently higher figures than Whites.

3. Present classes relate to trade or industry

This area is dominated by males over females, generally around 20% to 2%. The Hispanic group generally shows higher percentages than other groups.

4. Present classes relate to college prep

Males and females remain evenly divided in general through the three grade levels, each group averaging about 30% by grade 12. A definite pattern appears in the ethnic groupings with the Asian group consistently indicating the highest percentages (up to 49%), followed by the White group, the Black group, and, finally, the Hispanic group with percentages as low as 17%.

5. Students uncertain of aptitudes

Percentages generally decline from grade 8 to 12. Females are

more uncertain than males, and Blacks are generally less uncertain than other groups.

6. Plan to work with no further education

Figures decline appreciably from grade 8 to 12. Asians consistently show the lowest percentage and Hispanics generally are the highest.

7. Plan to pursue the career of homemaker

Figures remain less than 2% and in most cases less than 1% for all groups and grade levels. Figures decline for females by grade 12.

8. Plan to join the military service

Males show significantly more interest than females, while Hispanic and Black groups are consistently higher than the White group. By grade 12, this interest is as high as 14% for Hispanics and as low as 2% for Whites.

9. Plan to enter an apprenticeship program

By grade 12, percentages are under 9% for all groups. Figures are highest for Hispanics and lowest for Asians.

10. Plan to go to a trade or business school

Appreciable increases occur from the 8th to the 10th grade for all groups and then remain fairly stable in the 12th grade (12-15%) with Asian groups somewhat lower.

11. Plan to complete a junior college program

Females appear to average from 3 to 5% higher than males in their responses to this question across the grade levels. Hispanic groups show the highest percentages (up to 15%) and Asians the lowest (from 2 to 7% in grade 12.)

12. Plan to go from junior college to a four-year college

Figures increase consistently for all groups from the 8th to the 12th grade, averaging from 20-25% for both males and females by the senior year. Percentages in the Hispanic group tend to be lower than the other minorities.

13. Plan to go right to a four-year college

Figures tend to parallel those for question #4 on college prep classes, with the same pattern evident: Asian (up to 41%), White, Black, and Hispanic (15% in 12th-grade treatment group).

14. Plan to attend more than four years of college

Figures tend to decline from the 8th to the 12th grade, with

females tending to be higher than males. Asian and White groups tend to be similar, from about 13 to 16% by grade 12. Hispanics show an increase from 10th to 12th grade, but Blacks show a distinct decline.

15. Students indicating they may not graduate

Figures increase between the 8th and 10th grades, then decline in grade 12 to under 10% for all groups. Percentages for males are higher than females, and Whites are lower than the minority groups in most cases.

Overall, it appears from this analysis that, with the exception of the Asian group, the minority groups tend to have stronger career aspirations in business and trade or industry than the White group. They also have lower levels of educational aspirations beyond high school.

CONCLUSIONS

The purpose of this analysis was to determine whether any trends or patterns in career and educational goals and plans existed which could be related to gender or ethnicity.

Although some of the top career choices of females are in careers that have been historically dominated by women, this is not an apparent trend and females do seem to prefer a higher preponderance of professional careers than do males. The White and Asian groups also tend to have a greater propensity for professional careers as well as higher levels of educational aspirations beyond high school.

The trends which emerge most readily from this analysis are:

1. Females choose a higher preponderance of professional careers than do males.
2. Whites and Asians have a greater propensity for professional careers than do Blacks and Hispanics.
3. Whites and Asians have higher levels of educational aspirations beyond high school than do Blacks and Hispanics.

RECOMMENDATIONS

It seems clear that staff responsible for career education and counseling in the schools needs to be aware of the aforementioned patterns. Hopefully, this information would be used in planning career and educational counseling at these schools to assure that both sexes and all ethnic groups are being provided appropriate information and encouragement to pursue a variety of career and educational options.

PART III
FINDINGS AND RECOMMENDATIONS

9.

DISCUSSION OF FINDINGS

DISCUSSION OF FINDINGS AND CONCLUSIONS

Student Program, "Conflict"

1. Students participating in the student program, "Conflict" did not show cognitive gains of any educational significance from pre to posttest. Less than a point was gained, on the average, for the schools in the treatment group, on 15-point tests for Grades 4-6 and 7-9 and on a 40-point test for Grades 10-12. The reasons for no gain are not known, but there are several possibilities suggested by the data:
 - a. There was considerable staff resistance to a "mandated program".
 - b. Staff rated the inservice provided for the student program as insufficient.
 - c. It is not known to what degree the teachers actually implemented the program and to what degree they emphasized the acquisition of cognitive skills (knowledge) about conflict and conflict resolution, even though they rated themselves highest on this survey item.
 - d. The materials were late in arriving, and the teachers felt that this was detrimental to the program trial.
 - e. Teachers may have been very uncomfortable teaching about race/human relations, depending on one or more of several variables: their own attitudes and knowledge about the subject, their teaching style, their preparation for teaching the units, their rapport with their students and other variables.
 - f. The degree of match between a cognitive test and a basically affective curriculum with cognitive components.
 - g. The quality of materials and guides were rated low by the teachers.
 - h. The degree of precision of the materials may have been lacking; teachers surveyed felt that the guides and materials were too sketchy and/or too easy.
 - i. Many of the materials suggested for use in the "Conflict" unit have been available for years, so it is not a completely new program. However, why were scores not higher if students were familiar with materials, and why would teachers be so concerned about preparation and lateness of materials if this were not a new program?

Even if it could be established that the above-stated possibilities were the reasons that students showed no gain from beginning to end of program, the question would remain as to which one or ones were the most influential factors.

2. The goals, concept of the program and the need or value of such a program received comments on an open-ended question about strengths of the program. The goals and objectives of the program are based on concepts of the California State Department of Education and NIE. The comprehensiveness of the goals and scope of the program are praiseworthy. It is apparently at the step of translating those goals into specific programs and activities that the program first encountered criticism by staff.

For example, there are some strong indications that the student program needs major revision, more precision and further development. Low ratings were given regarding the degree to which materials met the needs of students, the needs of teachers, the relevance of the program activities to actual school situations, and the sufficiency of the guide provided with the materials. Teachers suggested in their comments that the activities did not match the objectives, that more concrete lessons and activities are needed. The Program people would say that the guide is just that, a guide, not a precise manual of teaching lessons, that the teacher is provided an outline and opportunity to develop the lessons creatively. Perhaps both are true. A greater degree of precision in explaining what should be included in lessons to meet the objectives, some pilots of the lessons, and further development of a sequential program might help to meet the needs of many teachers, particularly those who are somewhat uncomfortable or new to teaching in the affective realm or who are uncomfortable dealing with some of the difficult or personal issues in a program. Others may enjoy the creativity allowed in developing their own lessons and may be quite at ease discussing human relations with students. Key comments cited in this report by survey respondents included suggestions that the program should be rewritten, that materials should be on time and that the program should be built into the regular curriculum.

Staff Program

The staff program received more favorable responses from teachers than the student program. The teachers indicated that the workshops were organized, that there was support for the program from site administrators, from central office administrators, and from facilitators. They said in the survey items that they were willing to involve themselves in the program, that they understand the purpose of the program and its requirements, and that they received assistance when needed in writing their action plan. They indicated that they value an integrated education for students of different racial groups.

While these comments and ratings are certainly more supportive of the staff program than the student program, the overall ratings did not reach 3.5 on a 5.0 scale for the staff program, and weaknesses were cited in the comments section. The ratings for the three strands of the staff program were 3.2, 3.2 and 3.0, and overall satisfaction with the program received a 3.0.

Comments about weaknesses included reference to the staff orientation packet and videotape, degree to which staff feels their efforts will be recognized and adequacy of materials. Open-ended comments mentioned resistance, negativity or apathy toward the program by individuals, skills of some facilitators, communication from the central office about the program, lack of relevance, the mandate, and separation of certificated and classified inservices.

At this point, the staff program has received greater acceptance than the student "Conflict" program.

LONG RANGE GOALS - ESTABLISHMENT OF BASELINE DATA

Observations of Racial Mixing and Quality of Interaction

Racial mixing at the 24 schools was rated average to above average for almost all schools in the sample with elementary schools receiving ratings higher than secondary schools. Quality of interaction ratings were slightly higher than racial mixing ratings, and were in the average to above-average range for almost all schools. Generally, the observations served to indicate that many good activities and interactions are occurring and that schools are making positive efforts toward integration and good human relations between groups and among individuals. Ratings tended to be higher for those areas where the school had more control (classroom) and lower in areas where there was more "free choice of companions" (lunch, school grounds, etc.). These ratings are a positive support for the efforts of the school staff in working with the students and supporting the goals of the program in racial mixing and quality of interaction.

The observations also served to point out specific praiseworthy areas and problem areas at the schools visited, and these varied from school to school. The sharing of the team ratings at the end of the visit was usually a very positive note, with schools being receptive and often agreeing with the team's comments and descriptions, both of a positive and negative nature. However, many schools had trouble accepting the fact that they had not received an absolute "7" rating. This reflects in part an understandable pride the school has in its efforts or in its progress ("You should have seen this school five years ago."), but also reflects the newness of a systematic observation effort in which an acceptable or average rating is the norm, rather than an A+ for those who meet the "standard."

Problem areas pointed out to schools included apparent resegregation on the basis of race/ethnic group, violations of Title IX, and proportions of staff majority/minority representation. In several cases, the evaluation team has information that schools have responded and that corrections have been made since the visits.

Student Participation in School Activities and Leadership Positions

Based on the activities selected, differences were found between male and female rates of participation and ethnic group differences. Once it was identified that Hispanic students participate less than other groups in school activities, it followed that the percent of Hispanic students in leadership was also lower. For example, the percentage of Hispanic students in leadership positions is also lower than the percentage for groups of students who participate at a higher rate. The same is true of the gender difference. Females participate at a 60% rate, with males participating at 40%; and the percentages increase with regard to leadership positions; e.g., 65% to 35% in elected positions and 75% to 25% in appointed positions. The reasons for the disparity are not known. Several questions have been suggested:

1. The activities selected influence the results. Only one athletic activity, in winter, was counted. If all athletic activities during the school year were counted, would the percentages be the same?
2. Do teachers or others appointing students to leadership positions discriminate unfairly against males?

3. Do females simply have a greater interest in participating and putting forth the effort for leadership positions? (If so, why does this trend not continue beyond the school years? Do we have one standard for youth and one for adults?)
4. Do the differing maturity rates for males and females, particularly during the junior high years, influence the rates of participation and degree of responsibility which students want or take?

Likewise, we must examine the data on racial/ethnic groups. Do students have the opportunity to participate, but choose not to participate if they are under-represented in the activities? The responses on the Survey of Justice show that the item "All races/backgrounds take part in our school activities" was the third highest rated item for junior and senior high students. However, we have no data in this report to indicate what efforts are made at the school level to encourage students to participate. There are a number of questions raised by the data. Why are Black students elected more but appointed less? Is this a conscious effort at "equalization," or is there some degree of discrimination when appointments are made? Why do White students, whether resident or non-resident seem to participate at a higher rate? As with the suspensions data, it is not important to simply equalize numbers, but it is important to ascertain if students have equal opportunity, if there is a need for "encouraging" or "coaxing" to increase participation, or if students, for various reasons, simply choose their participation at these rates and that they do already have equal opportunity. Since sports are a big part of school life, it might also be important to see if the statistics change if more sports were included.

Interviews with Administrators about Institutional Practices

The administrators were able to articulate the goals of their schools well, and reported basic or academic skills and integration as the main goals. As they reported their procedures they seemed to have clear ideas about most of the institutional practices for which questions were posed. For example, they reported procedures for selection and election of students for awards and leadership positions that did not have built-in biases which would exclude students or groups of students. They reported that they were responsible for monitoring the racial/gender balance of classes, and that they rely on counselors to provide advice to students about courses. They also rely on counselors to assure the absence of prejudice and sexism, but they were less clear on how this occurs or they admitted the difficulty of any "assurance" in since area since the "isms" can be quite subtle. They were also less clear on how students are fully aware of job and career opportunities in traditional and non-traditional fields.

Administrators responded consistently about the reasons for student suspensions: they were consistent among themselves and consistent with the District Procedures. Although their methods of dealing with student disciplinary actions varied, they each described the procedures they used and indicated that they worked well for that particular school. When asked about racial incidents, seventeen of the twenty-four schools cited incidents and explained how they were resolved; the other seven said that they could not remember or did not have

incidents of a racial basis. Almost all incidents that there are now fewer incidents than there were three, four, or five years ago, and that much progress has been made.

From the responses reported by principals, there appears to be great variation in the reports of how counselors spend their time. Also, there was not a clear pattern of how students are assigned to classes. Some of the responses on student scheduling and assignment to classes were conflicting from one question to another.

Overall, most of the administrators provided open, clear, direct responses which would lead the interviewer to conclude that institutional procedures were fair and non-biased with the possible exceptions of assignment to classes and some degree of sex-bias in academic and career counseling or class selection. It was not indicated that there is sex-bias, but it was not clear that it was absent from the procedures.

Suspensions of Students

There are inequities in terms of numbers between rates of suspensions for different racial/ethnic groups and for gender. These numbers do not tell us why the numbers and percentages are uneven. Concern for equity should be shown by further interpretation of the suspension data, particularly at the school site level. However, the concern for equity should not involve a blind effort aimed at an equalization of numbers; it must address the reasons for the disparate percentages. In other words, if cultural misunderstanding results in some students receiving undue suspensions and/or students escaping from deserved suspensions, these issues should be addressed. In no way should the concern for equity in outcomes by number and percentages allow suspendable offenses to go unnoticed simply to equalize numbers. Specification for which infractions of rules lead to suspension are explained in district policy and procedures; the focus should be on fair and equitable enforcement of those rules.

Student and Staff Perception of Justice

Student responses to questions about justice and fairness at the school were more positive at the elementary than the junior high level, more positive at junior high than senior high, and less positive overall than the staff responses. These results are not particularly surprising in some ways, but complacency is not warranted. There do not seem to be student response data showing large discrepancies in perceived injustice on the basis of race/ethnic background. There are feelings that teachers do not listen to the student's side of the story and that students do not have a part in setting up the rules of the school. There are many areas which warrant close scrutiny by the school as to reasons why and ways to improve. The issues of freedom with responsibility and actions having consequences are not explored or available in this data, but should be included as people look at reasons why these ratings exist.

Next Steps

The next questions that need to be asked are:

- Why? Why do discrepancies exist? Why are the programs not showing results?
- What needs to be improved?
- What is the role of the school and school district in changing the conditions that need to be improved?
- Then, what should we do to ameliorate those conditions that need changing and that are in our realm to change?

This report (and results reported in the Race/Human Relations Report to the Board) give numbers, facts, conditions, contextual environment measures, program results, opinions from staff, statistics. Without this information we could not sufficiently address the WHY question, or we would be tempted to be satisfied with glib or quick answers. If we are making a serious attempt to change those things which are within our power to change, we must give careful consideration to the reasons for conditions, the circumstances before taking an action which might make the "numbers" look better, but which may not have solved the problem.

A specific example is provided with the suspensions data. Students indicated a positive response on a survey when asked if all races were disciplined equally. The staff were even more positive in their response to the same question. Yet, actual numbers of suspensions show some differences in the rates of suspensions by ethnic group and by gender. To equalize the numbers does not address the real issue. The issue is whether our policies and procedures about rules and infractions of rules are applied fairly and justly. What is causing the schools to suspend fewer students of one gender or ethnic group and more students of another gender or ethnic group? Is it the behaviors of the students or is it cultural stereotypes with which we see the students? Or is it a combination of these, and, if so, what needs to be remedied? In no way do we wish to excuse infractions simply to equalize numbers. Just as strongly, we would not want to see or overlook infractions of school rules for "other" reasons, such as gender or ethnic group. The numbers do not tell us why.

Another example comes from the lack of program results. If we say the program is at fault totally, and we write a new program, we may or may not have better results. We must ask why and to what extent the program materials are at fault and to what extent the recipients of the program either as teachers, administrators, or students have resistance to whatever program is offered and for what reasons they resist. Because it is mandated? Because it is a difficult area due to long-standing biases and the emotional nature or affective nature of the issues? Because the materials were late? Because they did not have adequate preparation? All these reasons were given in the data. Which ones are real and which are excuses? Obviously, the materials do need some revision and more specificity; obviously, better inservice needs to be provided. These needs are immediate, but we must also be aware of other factors that affect results of the program and address these issues, too. Survey item responses and comments indicate an acceptance and understanding of the concept, the need and support for a program, but also acknowledge lack of support and understanding on the part of some individuals.

Another example is provided by the career goal data. Depending on perspective, two questions could be asked: Why are students' career aspirations unrealistic (i.e., not everyone is going to be a professional football player or a physician, for example)? At the risk of allowing some unrealistic expectations and encouraging students to go after their goals, the better questions might be: Why do some students' career goals follow stereotyped patterns as they move from 8th to 10th to 12th grades? Is it because of real interest and an assessment of their abilities, etc., or is it simply a giving in to stereotyped choices regardless of their interests and abilities? Does counseling and career guidance in the schools play a positive, neutral or negative role? Or does the "outside world" influence their choices more than the schools? Interview data indicate that a more consistent effort in guidance could be implemented. They also indicate that the CPI instrument and data are not being as fully used at the school sites as possible to work with students and their future plans.

Other examples can be found throughout this report. If further analyses look at the data and the correlation and discrepancies of similar questions warrants a second report, further examples and detail will be given then. The preceding examples are meant to be examples, not a comprehensive discussion of all the "why" questions that are raised by the systematically collected data reported here.

Exploration of the factual data and of the possible reasons why these conditions exist leads to the questions of what needs to be reinforced and applauded, and what needs to be improved. To the extent that both the long-range and the shorter-range small incremental steps toward improvement can be identified, the effort is more likely to be successful.

What is the role of the school district and the school in improving conditions and opportunities and how far can we go? We need to recognize that we will not achieve 100% attainment of all goals in a societal sense, but we also need to recognize that there is much that we can do that is within the realm and control of the school district. Goals of the program have been set related to the schools. The concept of short-range, intermediate and long-range goals has been embraced by the program, but now needs more precision, particularly at the level of short-range course objectives and activities and at the level of the sequence from year to year and criteria to indicate progress. Terms of goals (long and short) relate to time, i.e., what can be expected to occur in a short period of a course is different from what is expected over a period of years, K-12. Another perspective on long and short terms goals relates to those outcomes and the sequence in which materials are presented. What is the appropriate blend of cognitive awareness and knowledge with affective feelings and attitudes, both of which lead to behavior changes and attitudinal changes, which are the eventual long range goals in the programmatic sense. There is worth in recognizing what can and cannot be done in order to concentrate full efforts on changing what we can and waiting until a future date to tackle the "improbable."

While we are showing patience that it takes time to fully develop and implement a centrally developed program in Race/Human Relations, we must never let the recognition that 100% attainment is not probable interfere with our striving to that goal. Phrases such as "You can't change society," have too long been an excuse to make limited efforts toward improving human relations. Also, the recognition of the global goals should not prevent the formulation of intermediate goals, sequential steps and criteria to indicate progress. These

are much easier to define in an academic program than in an affective area, but are still important. The Race/Human Relations program has made a significant effort to define the overall goals and objectives and the concept of the program to be consistent with the research, the literature, and guides on a state and national level, and these goals have received acceptance and recognition by the survey respondents in the schools. The Race/Human Relations program has also made an effort to provide guides for instruction in five different areas for students and 47 objectives for staff. We must recognize the magnitude of this effort. However, the work is not over. In order to have a successful program, further refinement is needed in areas such as the definition of what is cognitive and what is affective, what sequences should be used, what skills are needed by teachers and inservice for those skills, whether to and how to infuse the program into the curriculum, the period of time in which the courses should be taught (short, concentrated units versus lessons interspersed throughout the year), etc., as discussed elsewhere in this report.

For a specific listing of all conclusions, see the executive summary of this report. Conclusions for each section are listed with the section. Recommendations follow in two parts, those for the program and those for evaluation efforts.

10.

RECOMMENDATIONS

RECOMMENDATIONS

Programmatic Recommendations

1. Continue district and school site efforts to enhance both the racial mixing and quality of interactions which are occurring at the school sites. Commend sites receiving exemplary ratings.
2. Although the student program goals seem to be appropriate, significant revision and modification of the Conflict program need to occur. Attention needs to be given to program outcomes for students and type of measurement for these outcomes, particularly specifying the appropriateness of cognitive and/or affective outcomes.
3. Increase, improve and refine staff inservice. Include areas that emphasize teaching techniques, presentation skills, materials, and specific teacher skills needed.
4. Provide the objectives, materials, and requirements for both the student and the staff in a consistent and timely manner to allow time for preparation and implementation.
5. Review the content of the staff program and its degree of correlation with stated objectives. The staff program does not need as extensive modification as the student program.
6. Work to insure visible support and commitment at all levels for the program and for the the Board of Education's and the Superintendent's goals. The Site Principal has a particularly important role in setting the tone for commitment and seeing that the Race/Human Relations Program is taken seriously at the school.
7. Improve proportions of majority/minority role models at all levels of school staff, as possible.
8. Individual school sites need to assess their efforts at involving students from all ethnic groups in participation in school activities.
9. Develop clear procedures and guidelines needed to assure the absence of prejudice and sexism in the academic, career advising and counseling processes.
10. Give attention to the disparity of suspension rates and the reasons why these are occurring. It is important not to blindly strive for equal numbers without considering the issue of underlying causes of the disparate percentages.

11. Give recognition to staff who are making strong efforts to improve race/human relations. Recommendations in a report such as this generally focus on the areas of needed improvement, but it is important to note that there are many individuals and schools who are contributing positively to the intent of integration and better race/human relations. Positive rewards for those who are going the "second mile" are as important to the success of the program as the assistance and/or punitive attention given to those who ignore the necessity of such a program.
12. Better and more consistent use at the school site of the Career Planning Inventory is recommended.
13. Site and central office administrators need to express and support the legal right of the District and the Court to establish or mandate curriculum and programs to be taught, and staff members need to recognize and accept that fact. The program is to be judged on its merits or weaknesses, not on the premise that it is mandated. Integration is a major goal stated by the San Diego City Schools Board of Education and Superintendent, and the question of whether to have a race/human relations program is not, at this time, debatable. Energy is better spent on improving the program, not on the moot question of whether it should exist.
14. As the program develops, consideration should be given to establishing competency criteria, either at the individual or school level. A suggested timeline to develop such criteria would be within one-to-three years. If it is possible to establish benchmarks of progress, staff would not have to fulfill objectives they have already met. Individuals not meeting the criteria would receive further or remedial work on the first-level objectives. The difficulty but importance of assuring that competencies are valid make this a recommendation for consideration and discussion, not a recommendation for action.
15. Provide staff development programs based on needs assessment data such as that given in the baseline information portion of this evaluation. Since the schools were randomly selected to be representative of the district as a whole, schools which were not a part of the evaluation can still use the aggregated data for self-assessment. Schools in the evaluation sample can be more specific, using the data collected at their site as well as the aggregated data.
16. Strand III of the program, "Institutional Practices" addresses many of the long-range needs in race human relations. Using needs assessment data, such as the baseline data in this report, a school profile could be developed for each site. Further, there are goals and a process to address them. The program needs to assure that the process is used.
17. The knowledge and cognitive portions of the program should be tied with the action plans to build or remediate needs at the site and to demonstrate relevance of activities with goals.

Evaluation Recommendations

18. The observation for racial mixing and quality of interaction among people should be continued with a new sample of schools during 1983-84 and subsequent years. It is recommended that elementary, middle/junior high and senior high schools be randomly selected from the schools which did not participate in the 1982-83 sample. In addition, any schools in the 1982-83 sample which had a score of less than "4" on team observation ratings should have a follow-up visit during 1983-84.
19. During the baseline year, schools were randomly selected to be representative of the district. While the random selection process should be continued, as stated in No. 1 above, it is recommended that beginning with the 1983-84 school year school names be published. The focus should be on individual schools now that a baseline has been established and procedures have been validated.
20. Three guides for student programs still need to be field tested: those written for Prejudice and Discrimination, Culture, and Diversity. In the light of the results, both for the "Identity" guides in the Race/Human Relations Report and for the "Conflict" program in this evaluation report, it is recommended that the three new guides be field tested and evaluated in 1983-84, including both tests of student mastery and opinions of teaching staff. The tests of student mastery should be developed as part of the program by the program writers, with technical assistance available from Evaluation Services, and should be field tested for reliability and item analysis prior to administration as part of the program and evaluation process.
21. The Survey of Justice and Fairness and investigation of discrepancies between students and staff should be continued as part of the evaluation in 1983-84.
22. A study of suspensions should be reported each year. Instead of data being collected and analyzed in a number of different offices, one office (department/division) should be responsible for the collection, analysis and reporting of data. These could be entered and analyzed either by mainframe computer or by microcomputer for ease and accuracy of reporting. If this is done, it is not necessary to include a report of suspensions as part of future race/human relations evaluations.
23. The role of the counselor, guidance practices and the assignment of students to classes should be studied, either through this program or through a separate study.
24. Communication and meetings with Community Relations and Integration Services Division should occur early in the 1983-84 year to determine needs for the 1983-84 evaluation design for the Race/Human Relations Program.

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"Stereotyping and its consequence--enforced separation--are repugnant to our constitutional tradition. Integration is a central constitutional value--not integration that denies difference, but rather, integration that accommodates difference, that appreciates it and celebrates it."

"The function of the law...is to purge from the relation between government and citizens, and discourage in relations among the citizens themselves, what Judge Skelly Wright has called the 'arbitrary quality of thoughtlessness.' Between the values of integration and individualization, there is in the everyday world, and especially in the everyday world of large, official organizations such as the schools, considerable tension... However blunt an instrument for social change the courts may be, as James Coleman has correctly or incorrectly charged, the courts are not likely to cease insisting that other institutions act to serve these constitutional values."

"The promise of the Constitution to each citizen, the Supreme Court wrote in 1972, is 'Independence and self-confidence, the feeling of creativity... lives of high spirits rather than hushed suffocating silence.'"

-Thomas K. Gilhool

"Changing Public Policies: Roots and Forces"

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San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

**REPORT OF THE EVALUATION
OF THE
RACE/HUMAN RELATIONS PROGRAM**

**Student and Staff Program and
Long Range Goals**

BASELINE YEAR 1982-83

APPENDICES

No. 348

Prepared for:

Superintendent
July 26, 1983

PLANNING, RESEARCH AND EVALUATION DIVISION

APPENDICES*

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APPENDIX A

STUDENT PROGRAM: STAFF SURVEY, CONFLICT

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS CURRICULUM/CONFLICT K-3, 4-6, 7-9, 10-12
STAFF SURVEY FORM

Indicate your evaluation of the following by circling a number from 1 to 5 which best expresses your evaluation of the Conflict materials. On the scale, 1 is low and 5 is high. Explanatory comments are strongly encouraged for very low or very high ratings.

1. What is your position?

Principal (Elementary) _____	Teacher (K-3) _____	Teacher (10-12) _____
Principal (Jr. High) _____	Teacher (4-6) _____	Other _____
		(explain)
Principal (Sr. High) _____	Teacher (7-9) _____	_____

2. Degree to which the inservice prepared you to use these materials

Low 1 2 3 4 5 High

Comment:

3. Degree to which you were willing to use these materials

Not Will- 1 2 3 4 5 Willing
ing To Use To Use

Comment:

4. Degree to which you have actually implemented the Conflict materials as in-serviced

Not 1 2 3 4 5 Impl mented
Implemented

Comment:

5. Degree to which students are able to master the Conflict materials/objectives

Difficult 1 2 3 4 5 Easy

Comment:

6. Degree to which the materials adequately meet the needs of your students

Inadequate

1 2 3 4 5

Adequate

Comment:

7. Degree to which the materials adequately meet the needs of your own teaching style

Inadequate

1 2 3 4 5

Adequate

Comment:

8. Ease of using the materials in class

Difficult

1 2 3 4 5

Easy

Comment:

9. Degree to which the materials are relevant to actual school situations

Irrelevant

1 2 3 4 5

Relevant

Comment:

10. Time necessary for lesson preparation

Unreasonable

1 2 3 4 5

Reasonable

Comment:

11. Degree of student resistance to the materials

Substantial
Resistance

1 2 3 4 5

No
Resistance

Comment:

12. Degree to which Conflict skills learned by the students are actually used

Not
Used

1 2 3 4 5

Used

Comment:

A-4

13. Ease of facilitating discussions on the materials
- Difficult 1 2 3 4 5 Easy
- Comment:
14. Ease of introducing the materials
- Difficult 1 2 3 4 5 Easy
- Comment:
15. Ease of setting the climate for discussion of the Conflict material
- Difficult 1 2 3 4 5 Easy
- Comment:
16. Ease of debriefing students on the Conflict lesson
- Difficult 1 2 3 4 5 Easy
- Comment:
17. Degree to which you modified the materials for classroom use
- Not Modified 1 2 3 4 5 Modified Extensively
- How did you modify the materials?
18. Degree to which you support the rationale of providing behavioral objectives and listing many different activities to achieve the objectives
- Don't Support 1 2 3 4 5 Support
- What other method would you prefer?

19. Degree to which you would leave the Guide as is or change it

Change

1 2 3 4 5

Leave as is

How would you change the Guide?

20. Degree of participation of students of varying races/ethnicities in Conflict material activities

Low Participation of Some Races/Ethnicities

1 2 3 4 5

High Participation of All Races/Ethnicities

Comment:

21. Degree to which you used oral/written activities with the materials

Not Used

1 2 3 4 5

Used

Comment:

22. Degree to which students enjoy the program

Not at All

1 2 3 4 5

Completely

Comment:

23. Your overall satisfaction with the Conflict program

Not Satisfied

1 2 3 4 5

Satisfied

Comment:

24. Degree of structure and direction provided for use of the program

Inadequate

1 2 3 4 5

Adequate

Comment:

25. What community (parent) response have you had to the use of the Conflict materials in your class/school?

26. What are the major strengths of the program?

27. What are the major weaknesses of the program?

28. What could you recommend the district do to improve the program?

APPENDIX B

SURVEY OF THE STAFF DEVELOPMENT PROGRAM

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS PROGRAM
SURVEY OF THE STAFF DEVELOPMENT PROGRAM

Indicate your evaluation of the following by circling a number from 1 to 5 which best expresses your evaluation. On the scale, 1 is low and 5 is high.
Explanatory comments are encouraged for very low and/or very high ratings.

1. What is your position?

Administrator:	Elementary	_____	Jr. H.S.	_____	Senior H.S.	_____
Certificated:	Elementary	_____	Jr. H.S.	_____	Senior H.S.	_____
Classified:	Elementary	_____	Jr. H.S.	_____	Senior H.S.	_____

2. Effectiveness of the orientation to the staff program

Ineffective _____ Effective
1 2 3 4 5

Comment:

3. Effectiveness of inservices in meeting the stated objectives/outcomes in the Awareness stage

Ineffective _____ Effective
1 2 3 4 5

Comment:

4. Organization of the workshops held

Low _____ High
1 2 3 4 5

Comment:

5. Presentation skills of facilitators

Low _____ High
1 2 3 4 5

Comment:

6. Interest level of the workshops

Low _____ High
1 2 3 4 5

Comment:

7. Appropriateness of workshop content to the staff

Inappropriate

1 2 3 4 5

Appropriate

Comment:

8. Usefulness of the staff orientation packet and video tape

Not
Useful

1 2 3 4 5

Useful

Comment:

9. Support for the program from site administrators

Low

1 2 3 4 5

High

Comment:

10. Support for the program from central office administrators

Low

1 2 3 4 5

High

Comment:

11. Support for the program from facilitators

Low

1 2 3 4 5

High

Comment:

12. Degree to which the staff program was actually implemented at your site, through the action stage

Not
Implemented

1 2 3 4 5

Implemented

Comment:

13. Your willingness to involve yourself in the program

Not
Willing

1 2 3 4 5

Willing

Comment:

B-4

14. Degree to which you understand the purpose of the Race/Human Relations program

Low 1 2 3 4 5 High

Comment:

15. Degree to which you understand the requirements of the action plan

Low 1 2 3 4 5 High

Comment:

16. Degree to which you received assistance, if requested, in writing your action plan

Low 1 2 3 4 5 High

Comment:

17. Degree to which you feel your efforts in Race/Human Relations will be recognized by other interested parties

Low 1 2 3 4 5 High

Comment:

18. Degree to which the materials adequately meet your needs

Low 1 2 3 4 5 High

Comment:

19. Scheduling of workshop hours

Too Short 1 2 3 4 5 Too Long

Comment:

20. Satisfaction with Strand I (Personal Awareness, Team Building)

Low 1 2 3 4 5 High

Comment:

21. Satisfaction with Strand II
(Classroom Programs and Methods)

Low 1 2 3 4 5 High

Comment:

22. Satisfaction with Strand III
(Institutional Practices)

Low 1 2 3 4 5 High

Comment:

23. Overall satisfaction with the
Staff Development Program

Low 1 2 3 4 5 High

Comment:

24. Degree to which you value an
integrated education for students
of different racial groups

Low 1 2 3 4 5 High

Comment:

25. How did you implement your inservices?

Minimum day _____ Afternoons _____ Before school _____ Prep periods _____
Other (please explain):

Comment:

(Please turn page for open-ended questions.)

26. What are the major strengths of the program?

27. What are the major weaknesses of the program?

28. What would you recommend the district do to improve the program?

APPENDIX C

CONTEXTUAL EVALUATION

CONTEXTUAL EVALUATION - RACIAL RELATIONS

ASSESSMENT FORM

DIRECTIONS: For each part below, descriptors are provided to assist in identifying observable behaviors which indicate the presence or absence of both "racial mixing" and "quality interactions" which occur at the school site.

Racial mixing takes place in various contexts and interactions take place between different groups of people at the school site. These contexts and groupings are provided as a subcategory of Part A and Part B.

For each category, based on your observations (which include questioning and data gathering) determine along the seven point continuum provided where you would rate this site. To assist you the following criteria should be used:

VERY LOW

AVERAGE

VERY HIGH

☐☐☐☐☐☐☐

1

2

3

4

5

6

7

A "4" would indicate a school where things observed appear to be where they should be. This is an acceptable level.

A "7" indicates very high quality, an exemplary situation.

A "1" on the other hand, indicates extremely low quality and no racial mixing.

Scores of 5-7 necessitate comments/specific definitions of what was or was not observed during the visit.

Scores of 1-3 necessitate comments/specific definitions of what was or was not observed during the visit.

Part C is the general evaluation of the degree of racial mixing/interactions observed. The criteria are the same as above.

PART A: RACIAL MIXING

504

VERY
LOW

AVERAGE

VERY
HIGH

1. In the Classroom

The following would lead to low ratings:

Students are seated throughout the classroom next to children of the same race. Academic groupings reflect a preponderance of minority children in the lowest groups. Classroom bulletin boards do not reflect multiracial contributions. Students show resistance when asked to work together. Students name-call or use racial slurs. Conversations are not across racial lines. There are not equal contributions of students by race in questioning/answering sessions. Work groups within the class are not mixed.

COMMENTS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor blemishes or dust specks. The edges of the paper are slightly irregular.

1. In the Classroom

The following would lead to high ratings:

Students of different races are seated throughout the classroom next to children of other races. Academic groupings do not reflect a preponderance of minority children in the lowest groups. Classroom bulletin boards reflect multiracial contributions. Students do not show resistance when asked to work together. Students do not name-call or use racial slurs. Conversations are across racial lines. There are equal contributions of students by race in questioning/answering sessions. Work groups within the class are mixed.

204

AVERAGE

100

1234567

2. At Lunch

The following would lead to high ratings:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A faint vertical crease is visible near the left edge, suggesting it might be part of a notebook. Some minor dust specks are scattered across the surface.

In the cafeteria, tables are for the most part integrated. Students talk freely across racial lines. There is an absence of name calling, putdowns and racial slurs.

Students line up in mixed lines with no apparent separation by race. If there are student cafeteria workers they are from all races, both sexes.

209

PART A: RACIAL MIXING

VERY LOW	AVERAGE					VERY HIGH
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

3. Recess

The following would lead to low ratings:

Students do not play in racially mixed groups. Students do not cooperate. There are signs of racial fights. Students show resistance to mixing with other students racially different than themselves. There is evidence of territorialism by racial groups.

COMMENTS

3. Recess

The following would lead to high ratings:

Students play in racially mixed groups. Students cooperate. There are no signs of racial fights. Students do not show resistance to mixing with other students racially different than themselves. There is mixed territorial sharing.

PART A: RACIAL MIXING

VERY
LOW

AVERAGE

VERY
HIGH

☐	☐	☐	☐	☐	☐	☐
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1 2 3 4 5 6 7

4. School Grounds

The following would lead to low ratings:

Students in the locker areas are not racially mixed. Students do not walk or intermingle in racially mixed groups. Bulletin boards, showcases and media centers do not reflect multiracial examples of people and events. There are signs of selected racial territories. VEEP students arriving on the bus tend to remain together or show reluctance to disperse.

COMMENTS

4. School Grounds

The following would lead to high ratings:

Students in the locker areas are racially mixed. Students walk and intermingle in racially mixed groups. Bulletin boards, showcases and media centers reflect multiracial examples of people and events. There are no signs of selected racial territories. VEEP students arriving on the bus disperse to classes and/or other groups.

PART A: RACIAL MIXING

VERY
LOW

AVERAGE

**VERY
HIGH**

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1 2 3 4 5 6 7

5. Staff

The following would lead to low ratings:

There is not evidence of mixing across races of students and adults on campus in the classroom or out of the classroom. The staff is not racially mixed. Adults in workrooms and faculty lounges do not seem to mix racially. Total staff is racially isolated by job role.

COMMENTS

[illegible]

5. Staff

The following would lead to high ratings:

There is evidence of mixing across races of students and adults on campus in the classroom and out of the classroom. The staff is racially mixed. Adults in workrooms and faculty lounges mix racially.

C-9

VERY
HIGH

--	--	--	--	--	--	--

1 2 3 4 5 6 7

6. Student - Student

The following would lead to high ratings:

COMMENTS

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Students of different races initiate contact with each other. Groups collect, merge and disperse comfortably. Verbal support and positive communication is evident. Students praise each other, are not hostile to each other. There are no racial slurs exchanged and students greet each other in and out of class pleasantly and with a smile. There is an absence of fighting, rude or discourteous behavior. Students appear to be calm or relaxed as they go about daily tasks. Students, when asked, indicate they look forward to working with others and can cite numerous examples of how they have worked together. Students share personal and school territory. Students move freely from group to group and are received warmly by members of groups. Interactions are natural, neither excessively polite or strained. During free time students talk to and co-operate with each other in positive ways. Students during learning activities work cooperatively together and are willing to join mixed groups.

244

VERY LOW AVERAGE VERY HIGH

☐ ☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6 7

COMMENTS

1

The following would lead to high ratings:

Relations between students of different races and the administrative, teaching, secretarial and support staff members are friendly, positive and respectful. Students and teachers talk to each other in a friendly manner. Administrators talk to students in a friendly manner. Students and adults, when asked, can cite examples of positive interactions they have had. Interactions are relaxed and adults and students appear calm and relaxed. Teachers respond to all students with "equal" patience, humor, smiles and admonitions. There is evidence of positive communication between teachers and students in the classroom, on the playground, during lunch and before and after school. Adults praise students and students praise adults. Camaraderie is observable. Interactions feel/look/sound positive. People talk of other individuals as individuals not as "black", "whites", "hispanics", "asians", etc. Disciplining, when observed, appears to be meted out equally by infraction, not by race or sex.

C-10

PART B: QUALITY OF INTERACTIONS

VERY
LOW

AVERAGE

VERY
HIGH

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

8. Adult - Adult

The following would lead to low ratings:

COMMENTS

Verbal support and appreciation are rarely expressed. Interactions are formal or tense. Adults seldom greet each other in a warm and friendly manner. Teachers and administrators do not cooperate on tasks. Formal and informal interactions between site administrator and teachers/other staff is not usually positive and rarely productive. Teacher interactions in halls, lunchroom, department meetings and staff meetings appear uncomfortable. Interactions do not feel/look/sound positive. Adults, when asked, have difficulty citing positive examples of interactions between themselves and students. Administrators and teachers do not interact to discuss concerns and needs. Adults rarely feel free to express how they feel about things. During recess and free time, staff do not appear to work together productively. Adults do not verbalize support for integration and integration programs.

8. Adult - Adult

The following would lead to high ratings:

Verbal support and appreciation are expressed. Interactions are relaxed. Adults greet each other in a warm and friendly manner. Staff of teachers and administrators cooperate on tasks. Formal and informal interactions between site administrator and teachers/other staff is positive and productive. Teachers interact with each other pleasantly in halls, lunchroom, department meetings and staff meetings. Interactions feel/look/sound positive. Adults, when asked, can cite positive examples of interactions between themselves and students. Administrators and teachers interact frequently to discuss concerns and needs. Adults feel free to express how they feel about things. During recess, free time, staff work together to create positive settings for students. Adults verbalize support for integration and integration programs.

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221

PART C: GENERAL ASSESSMENT

VERY LOW

AVERAGE

VERY HIGH

831

☐☐☐☐☐☐☐

1

2

3

4

5

6

7

A. RACIAL MIXING

COMMENTS:

C-12

VERY LOW

AVERAGE

VERY HIGH

☐☐☐☐☐☐☐

1

2

3

4

5

6

7

B. INTERACTIONS

COMMENTS:

APPENDIX D

SUMMARY OF EVALUATION TEAM COMMENTS

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

In the Classroom:

While the percents of minorities are low, the school has handled the mix very well. It was observed that academic groups are for the most part, racially mixed.

Most rooms reflected the racial balance of the site. Some rooms had outstanding multicultural bulletin boards, displays and representative student work. Good seating arrangements. Different work groups had proportionate mixing. Good Anglo-Asian interactions during learning activities. Mixing is evidence.

Seating arrangements provided for very good mix. Academic groupings in some cases appeared to place most majority students in the same group. Teachers are very sensitive to allowing all students to respond. All bulletin boards showed multiracial contributions.

Mix in classrooms (no separation). Mix before and after deployment. Groups mixed. Good mix moving from groups to rug; good mix. Asked students how seating was arranged. Many could choose. Well integrated. Choose to sit by students. Oral English in one group all Indochinese with 1 white; reason, LEP.

Naturally integrated but placed by conscious and controlled design. Surveys are carried out of classroom mixing; adjustments are made if necessary. There was a general affirmation of all statements which would give a high rating. There was no separating by race or ethnic background; the mix was good; activities were integrated; boys and girls worked easily together. Equal opportunity was obviously a high priority.

Students are mixed. No resistance to working together. Conversations are across racial lines. Equalized O & A. Some students off by themselves but seemed to be their choice. Relaxed atmosphere. Students help each other. No isolation observed. Good interaction. Students do tend to choose partners of the same ethnicity. Tables integrated but generally not one to one. No observable group learning--cooperative learning.

COMPARISON

In the Classroom:

Given the low percentage of minority students, mixing occurs as much as possible. No evidence of racial slurs or put-downs. Work groups are well mixed racially. There were few bulletin boards reflecting multiracial contributions or themes; however, good use of multiracial models in bulletin boards.

Racial mixing close to the population of the school in regular classes. Exchange groups were well mixed in pullout sessions but isolated for basic instruction. Other than centers and office, there was little evidence of multicultural bulletin boards, displays, etc. Groupings and seating arrangements ranged from fair to good.

Bilingual classes, because of their nature, were entirely Hispanic. However, beyond these, all classes and academic groups seemed well mixed.

Mixed seating, reflective of proportion, appears intentional. Students appeared comfortable. Bulletin boards were reflective of Anglo culture. Two classrooms lowest group, all Asians; of these, in one class, high group balanced. Work groups, project work mixed well.

There was a congenial atmosphere in all classrooms. Positive reinforcement was abundantly evident. Equal opportunity was practiced. Each child was given a chance and time to respond. Some evidence of reinforced group learning. In some classrooms, there is evidence of grouping choice by ethnicity-race. At most, this reflects student choice.

A high score was given because observation seemed to validate all those items listed in the box which would lead to a high rating. It seemed that the classrooms observed showed an ideal situation as to what should be. Students were never segregated; always mixed. Equal opportunity was practiced. Students were at ease. EVERY classroom had two or more parent volunteers assisting.

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

At Lunch:

Tables seem well integrated. Minority youngsters do not appear to group together. No evidence of racial slurs. Cafeteria workers are predominately female.

Tables were generally mixed by race, grade level and sex. Parent luncheon was enjoyable and impressive. Students preparing the parent lunch were racially balanced and parents of different racial groups attended. Kids respond well to each other, talk freely and comfortably. Conversations were across all lines. Children appear happy and well behaved.

Children of all races seem relaxed and conversed freely with one another. Greater mixing seems to occur at the lower grades. Cafeteria lines and tables were well integrated.

Tables well integrated; students talking and eating with each other. Lined up by classroom--integrated within class, but not across classes. Wait at outside tables to go to playground. Students chose where to sit. Tables well integrated. Cafeteria workers: white and minority, male and female.

Observation very sketchy. First day was minimum day. Second day was rainy with lunch in classrooms. General conditions prevailed. Lines were not segregated, either by male, female or by ethnic groups. Interchange was easy.

No evidence of racial isolation. Good atmosphere. Much mixing. Students talk freely. Could have been more racial mix within small groups. There was grouping, natural, but leaves work for future society. Not much cross-cultural buddying.

COMPARISON

At Lunch:

Students integrated very well at lunch. There was no evidence of name calling or putdowns. Students lined up without regard to race. Students move very freely from group to group.

Students observed were seated in some mixed settings primarily for resident children. Isolation of exchange students was noted both days, both in lines and at tables. Limited mixing observed. Good supervision and parent involvement. Cafeteria workers outside were well mixed, representing boys and girls of different races.

Good mixing by most racial groups. Definite tendency by Asian students to segregate themselves both while eating and at play.

Some racially separate, e.g., white and Mexican, white girls alone, particularly 5th and 6th. Average, similar to that throughout the district. Good lunch lineup provides for mixing. Students may sit where they please. One teacher eats with students. Volunteers and lunch supervisors aware of/interact with students.

Cafeteria and outdoor areas. Not structurally grouped. "laissez faire." Some pairing off by race. Mostly integrated groups. Cafeteria fairly well mixed. Groups of one ethnicity were usually white.

A high score was given since observation seemed to validate all those items listed which would lead to a high rating. Lines were informal and never segregated, either by male/female or ethnicity. Interplay was constant and mixed. No territorial constraints or such.

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary	TREATMENT	COMPARISON
<u>Notes:</u>	<u>Notes:</u>	
Excellent mixing of all students during recess. No evidence of territorialism.	Students play very well in racially mixed groups. The student with crutches and leg braces mixed well and other students appeared courteous and accepting. Special education students do not appear to mix well with other students.	
Students mixed and played together without any negative incidents. No signs of territorial boundaries. Recess seemed like a nice, safe environment. Students were helpful with each other. Older children were helping younger children and children were playing with an assisting a young, handicapped girl.	On Tuesday, students were observed racially isolated. No conflicts or territorial boundaries identified. Wednesday reflected better integration and cross-racial mixing during play. Students appeared safe and comfortable.	
Lower grade students seem to mix slightly better than upper grade students. Very slight evidence of territorialism on upper grade playground only. Generally speaking, students played very well in mixed groups.	Again, good mixing by most racial groups while Asian students tend to play in isolation. However, there were no signs whatever of tension between the Asian students and other groups, and some Asian students do mix well with other groups.	
Observed play groups all mixed. Conditions: wet grass, all 400 students playing on blacktop. Students hadn't played in a week. In spite of these conditions, students played and mixed well. Include this comment in interaction quality. Sharing small play areas. Retrieved ball for other group.	Students play in racially mixed groups. A lot of cooperation in rainy day games. Ball games - group mixed. No conflicts observed; a couple of minor altercations--not racially based. Adaptation of 4-square game to equalize kids.	
Min. day and rainy day. One 10-minute recess. Excellent relations observed.	Most groups integrated. Many groups separated where not directly supervised. No territorial stakeouts. No sign of exclusion of groups. No defensiveness of area. No sign of hostilities.	
No evidence of racial isolation. Good atmosphere. Ethnicities well mixed. No staked-out territories. Play together. Territory was shared generally. Group activities very mixed. Single couple activities sometimes not mixed.	Much male/female interchange. No observable consciousness of differences of ethnicity. Very clearly a most desirable situation.	

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

School Grounds:

Students walk and intermingle in racially mixed groups. Many bulletin boards reflected Brotherhood Week and Black History Week. However, many others lacked the use of multiracial models.

For wet, damp and sometimes unsafe conditions, children were safe, happy and involved without much supervision. Not many areas to observe. Library closed. However, students going to and from class were happy, mixed and polite. No territories observed.

Some tendency for groups of 2-3 students of the same racial group to isolate themselves and walk together. Bulletin boards and particularly the "Good Citizen of the Month" board, were well integrated and prominent. Bussed students dispersed easily and freely. Loading and unloading of buses is at a remote part of the campus. However, this is necessitated by traffic safety problems.

After school, white student overheard with racial slur to Hispanic. Mixed observations, some positive and some negative. Bulletin boards: some only showed Washington/Lincoln; others included student work or included minority heroes. Some used student work effectively. Not uniform use of bulletin boards. No territories. Student told of white-against-black fight. Some student observed day before instigating/provoking other students.

All items would receive a "Yes." No antagonism. No segregation. No racial territories evident. Very positive in all respects.

Ethnicities well mixed. Good atmosphere. Students talk freely. Territory was shared generally. Ethnicities well mixed. One or two instances.

COMPARISON

School Grounds:

Students mingle in interracial groups very well, both arriving at and departing from school. Observed many examples of interracial friendships. No evidence of racial territories.

Student center was excellent. Good mixing there and excellent multicultural displays. Limited number of kids between classes observed. VEEP students greeted in the morning and dispersed well to class. Students arriving from (name of school) tended to stay together for much of the day.

Good mixing by most racial groups. Tendency for Asian students to segregate themselves at play. No signs of tension between them and other groups. Some Asians do mix well with other groups.

Bulletin boards not reflective of mixing, e.g. Yet holiday in Feb.; just Washington and Lincoln seen on bulletin boards. Students do mingle well racially. No signs of territory in a school where it could obviously occur. Two separate lounges appear not to mix.

While waiting for start, by bus groups: mostly confined to front of school, mostly sitting. Very little moving around. To and from class, movement was by group usually. No evidence of any kind of segregation here.

Much male/female interchange. No observable consciousness of differences of ethnicity. Lines informal, never segregated. Interplay constant and mixed. No territorial constraints. Very clearly a most desirable situation.

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

COMPARISON

Elementary

TREATMENT

Staff:

Staff appeared very comfortable with each other and most supportive as one professional to another.

A racially mixed staff representative of the population.

Racial mixing of staff was difficult to observe because a three-lunch schedule prevents staff from mixing as an entire group. However, what was observed, particularly in the main lounge, was very positive. It should be noted that no certificated staff seems to use the cafeteria lounge.

Physical setting not very conducive to mixing for 45 people. (Lounge holds 15 or so). No problems observed, but also not much mix. Mostly white teachers were in the lounge. Custodian/aides cafeteria--seem to get along well. Those who have to interact with each other, mix, i.e., aides with aides, teachers with teachers.

Very few minorities on staff. Two or three classified. Actually, there were 1 minority teachers uncovered; difficult to tell they were minority. No black persons on staff.

(No comment)

Staff:

Good racial mixing by certificated staff as well as between staff and students. There seem to be very few minority aides.

Staff reflects some different races and appears to mix well in work areas and at recess.

Staggered lunches make it difficult for entire staff to get together during the day. However, mixing by staff was generally good.

Blacks seem to be isolated, perhaps friends. Some teachers/aides had good rapport. Aides/volunteers mix in Volunteer lounge. Not much mixing in Teacher Lounge. Some self-exclusion on staff. Hard to tell whether exclusionary or choice. Not sure of comfort or discomfort.

Somewhat below proportion, counting aides. Most rooms did not have a mix. All white or all black.

There was only one minority teacher out of about 11. Interchange was easy. Only one male teacher. Many, many parent volunteers. Great degree of sharing and caring among and between staff. No adverse word about or from anyone.

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

General Assessment (Racial Mixing):

Good racial mixing evident between students and adults in classes, at lunch, and at recess.

Excellent racial mixing in classrooms and a racially balanced staff. Good seating arrangements. Most classrooms had good to excellent multicultural bulletin boards and displays. Some were limited. Racial mixing among staff and students was admirable. Teachers very personable with all children. Lunch and recess settings were outstanding. Excellent mixing. Children appear relaxed, comfortable and happy to be with each other.

In the main lounge, it was very positive. It should be noted that no certificated staff seem to use the cafeteria lounge. Students are well mixed and comfortable in classes, during recess, and at lunch. Bulletin boards throughout the school reflect multiracial contributions. Staff generally mixes well and all students seem to receive fair and equitable treatment by staff.

Classrooms, lunch, recess: students are well mixed whether by teacher plan or by student choice. In areas of staff mixing, school grounds including arranged settings and bulletin boards, still above average, but lesser degree of mixing observed.

The quality of racial mixing was very positive and high. A 'yes' answer to all those items signifying a high rating.

(No comment under the above but a figure of 5.5-6.0 is given as an assessment.)

COMPARISON

General Assessment (Racial Mixing):

Excellent racial mixing by students in class, at lunch, at recess, and before and after school. Academic groups are well mixed. No evidence of racial territorialism. Very few minority aides.

Observations were conducted in all resident classrooms and exchange settings. It was difficult to separate these two. For the most part, resident and VEEP enrolled classes are mixing students adequately, providing different seating arrangements and grouping opportunities. Other than some resource centers, there are few examples of multicultural bulletin boards, displays/showcases. Exchanged students are mixing nicely in 3 pullout settings. They are isolated for basic skills and frequently during recess and lunch. There appears to be many excellent opportunities for exchange with the Learning Center, VEEP Buddy System and Exchange programs going on.

Exceptional racial mixing by students in classroom and academic groups. Generally, very good mixing in lunch areas and playgrounds, with the exception of some of the Asian students who tended to segregate themselves. Staff mixes fairly well racially.

In structured situations (classrooms, recess, school grounds), better than average degree of mixing. Students mix well; classes appear well mixed. In the less structured situations, (lunch, staff in lounges), less mixing but within average range. The average rating applies to staff and to the "freer choice, less structured situations." The above average rating applies to students and the more structured, intentional efforts the school is obviously making to have kids mix.

Most rooms did not have a mix. All white or all black staff in the classrooms.

Excellent. Naturally done under the guidance and supervision of a superior staff. Most importantly, the conditions existing seemed to meet those standards which the check lists said would make for positive or high ratings.

Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

Student - Student:

Many instances of students exhibiting feelings of warmth and positive regard for each other across racial lines. Students seem very happy and comfortable with school.

Couldn't think how it might be better. Very positive interactions. Children both help and praise each other. Good verbal support. Limited teasing observed. During free choice activities, children select mixed groups.

Students, generally speaking, flow very freely from group to group. Very little evidence of groups sticking together for the entire recess or lunch periods was observed. Students seem very warm, comfortable, and friendly at this school--a pleasant place to be.

Generally high, but tempered by a few observations of individual student incidents. In class, good, out-mixed. Some excellent examples observed, some negative. Overall, positive. Children helping other children learn English. Some students arm-in-arm. In spite of adverse weather conditions, students played and mixed well. Cooperative ball-returning during recess. An underlying tension/hostility in community doesn't carry over much to school. Very fluid. Students can go from group to group.

Student interaction was very pleasing. There was easy movement from group to group. Males and females worked easily together. Ethnic groups were represented in almost any incident. Students appeared to be very unaware of ethnicity. There was no name calling. Children from all groups worked and played together as one would hope for in the best of conditions.

Comfortable, relaxed. No racial comments or slurs. Some praise. Classroom interaction within groups.

COMPARISON

Student - Student:

Interactions appear to be positive and natural. No racial slurs, putdowns, or racial territorialism. Students seem calm and relaxed at school and work together well in class.

Student mixing in resident settings for the limited number of minority students was at an acceptable level and in some cases higher. Exchange settings where students were in mixed groups at centers was good in many cases. Where exchange students had choice at lunch and recess there was isolation and little quality mixing observed. The two exchange rooms for (name of school) are far more barren, far less decorated than all other classrooms.

Students seem very warm and friendly toward one another. Absolutely no evidence of racial slurs or tension. Students seem relaxed and move freely and comfortably in and out of different groups of students.

Excellent. Students initiate contact with students of other groups. Not hostile at all. No racial fights observed. Share personal and school territory. Various Asian groups appear to get along well. No graffiti, no comments (racial slurs). Cooperation and helping observed.

Students seem to relate easily and freely. No territorial protectiveness. Students work together sans hesitation.

In all situations observed, student interaction was easy, positive, and constructive. Students of both sexes and all ethnic backgrounds played well together, worked together in groups, and seemed to enjoy each others' presence. There was no name calling, no fighting, no arguing.

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Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

Student - Adult:

Students and staff seem to interact very positively. Much positive praise of students by teachers evident in classes. Teachers and administrator seem to handle discipline fairly and positively.

Students and adults appear to have excellent rapport, are relaxed and comfortable with each other. Teachers provide opportunities for all children to participate and encourage all children to learn. Positive communication observed. Sense of humor observed in many rooms. Praise and discipline were distributed equally. Students were observed on several occasions helping in the classroom, lunch area and office. Custodian worked really well with students.

Outstanding feeling of good, positive relationships between all adults and students. Observed lots of hugs by several staff, very positive interchanges between support personnel (cafeteria workers, gardener, clerical, etc.) and students, and an overall positive feeling on campus. Evidence of consistent praise of students by many staff members and discipline is fairly administered to all students.

Students very friendly to adults, polite and respectful to teachers. Not uniform. Varies from person to person. Responses by teachers: calling on white students more frequently. Sometimes ignoring other students (minority), also some favoritism. Some calling white students by name, not same for minority. "Boys and girls" used more often than necessary. Other teachers equal touching, (hands on shoulders, arms) when talking w/students. Some formality/distance in some classrooms.

Most staff observed seemed happy and seemed to enjoy their contact with the students. There was no harsh treatment of any child. Relationships were warm, genuine and helpful. Corrections of students' actions were not sarcastic. Equal opportunity in the classroom was evident. Students seemed to show no hesitation in approaching and being casual with adults.

Very respectful. Interaction was good. There was interaction. Students felt free. Before school, teachers were conversing with and helping students. Teachers were available to students.

COMPARISON

Student - Adult:

Relations between students and adults were somewhat positive. Administrator responded to students in a friendly manner.

Student-adult relationships for the most part were positive. Administrator/teacher/clerical staff and student interactions were also positive. Good parent involvement.

Students are extremely warm and friendly and there was evidence of mutual respect between students and adults. Teachers were impressive in their attentiveness towards students. They seem to be genuinely concerned and involved with students. Many classrooms felt close-knit and friendly. Students were very eager to learn. Adults even played with students on the playground.

Teachers obviously caring, attention, hugs, smiles, (administrators). Students seem to like and respect teachers. No "back-talk" observed. Excellent interaction in some classrooms: respect, direct. Some difference; interns/students in regular classroom and in private language. Immediate attention for students who were crying in the hall. Exceptions: 5 teachers - putdowns. Primary--some separation by boys and girls for no particular reason; some stereotyping e.g. line-up; color of paper, circus story.

Very good. Equal attention. No dictatorial actions. Positive reinforcements. Lots of positive strokes.

Superior. There were many parents present on campus. Everyone seemed to work easily together. Correction of students was tactful and pleasant. No putdowns; no sarcasm.

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Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

COMPARISON

Adult - Adult:

Calm, relaxed atmosphere at site. Staff made us feel welcome and did not appear threatened by our visit. Good working relationships between aides and teachers in classrooms. Teachers expressed support and respect for principal.

Not much time to observe staff interaction. At lunch the teachers observed left the evaluator with a sense that you look after and out for each other and obviously passed it on to students. The office staff, teachers, custodian and other adults were receptive and more than friendly towards the team.

Based on the relatively small number of adult-adult interactions observed, the team felt that interaction was generally positive with no negative interactions observed. Adults cited positive examples of interactions and expressed the attitude that this is a positive climate in which to teach.

Everything seems fine, but not exemplary, typical of district. Some very friendly to adults. Some indifference seen in teacher/aide interaction. Some people don't know others on staff. Seems to be cooperation among staff, exchanging groups of students.

Adult relationships were excellent. This seems to be something achieved within the past two or three years. Teachers said that there was a time when it was not so. School design is such that facilitates teacher cooperation, sharing of space, and responsibility sharing.

Supportive. Comfortable. Rely on each other--or Principal on D.C. All seem cheerful and positively supportive.

Adult - Adult:

Interactions are positive, relaxed, and friendly. No apparent regard for differences of race or ethnicity.

Staff members for the most part interacted positively with each other, expressed high regard for each other and seemed to enjoy each other. (Name of school) staff was not observed interacting with the resident staff during instruction, lunch or recess.

Adults were very free to express how they felt. Although we had a limited chance to observe adult-adult interactions, we felt there was some evidence of a "divided camaraderie" among staff of differing job titles.

Some separation, hard to tell how much exclusionary or just simple choice. Certainly no unpleasanties. Some people extremely warm and friendly. Some more reserved. Certainly none were observed to be unfriendly to each other. Overall, good interaction and seemingly good relationships.

Good. All function easily.

lovely. Classified could not be told from certificated except for job actions. All lovely people. All socialized together. Much cooperation--in chorus, in play production, in computer room; all worked smoothly. Great interaction and support.

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Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

General Assessment (Interactions):

Students seem very comfortable and happy. Much evidence of positive and supportive interaction between students, between students and adults, and between adults. Camaraderie is observable both among students and adults.

All interactions observed appeared positive both with students and adults. No alienation observed. A true sense of helpfulness and caring were felt by the team. Students care about learning and each other. Teachers reflect similar behaviors of caring and helpfulness. Verbal support and appreciation expressed equally. (Name of school) appeared to be a good school for any student regardless of race, color or sex. A very enjoyable and pleasant two-day visit.

Student-staff interaction is outstanding. Students are praised often, given physical and verbal signs of acceptance by staff, and appear to feel comfortable and secure. Adults are warm and friendly, as are students. Both students and staff seem friendly and secure with their peers.

Generally very good. Warm and friendly attitude to visitors and each other. Students spoke in a friendly way to visitors and respectfully to teachers. Students: excellent examples of friendship and cooperation with a few exceptions. Within constraint of setting, good quality interactions among adults.

Seven for students; low for staff because there are not enough minorities on staff. Very professional group which builds and deliberately works at building better interactions. It is very important to recognize that things at (the name of the school) work because they have been worked at; they have been developed. They represent a goal being achieved because of a desire and a plan, not because they just happened to be so.

3.5

COMPARISON

General Assessment (Interactions):

Warm, pleasant, positive interactions. No distinctions between certificated, classified, or volunteer personnel was evident.

Staff demonstrated concern for students and the team observed positive student-teacher interaction for the most part. Students interact well in the mixed settings observed. The quality was highest in the exchange pullout and less than expected at recess/lunch. Resident minority children appear relaxed, comfortable and happy to be at (name of school) where they are mixed in all learning settings. Adults on campus were friendly, cooperative, and receptive and many expressed pride in their school, kids and staff. There appeared to be limited interaction between the (one school)/(the other school) staff members. Classroom situations observed reflected quality interactions, a few in particular were exceptional. Commendable parent involvement. Observed isolation of exchange students in several settings.

Students and staff are very friendly and warm toward their peers. Very little territorialism was evident among students with the exception of some of the Asian students. Discipline seems to be meted out fairly. Evidence of a mutual respect between staff and students.

Student - student received highest ratings. Student - Adult above average. Very positive interactions overall; a few exceptions are noted. Adult - adult, fairly typical of the district. Good, positive interactions were observed. Seems to be a friendly and cooperative staff. Seem all to be focused on goals articulated by principal and resource teacher (for good quality interaction). Some put that into practice more than others.

Mostly well integrated. Classrooms exemplify best qualities. Grounds, recess, lunch reflect natural choices, which are mostly integrated.

Superior. Only one minority assigned. Only one male teacher.

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Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

In the Classroom:

Most classes reflect a general atmosphere of relaxed, competent instruction taking place. General courses are for the most part mixed with little clustering within the room. Interactions between students in classrooms was positive when observed. Very few minority students observed in advanced classrooms and selective classes. Quite a few minority students in the low-achieving class settings.

Multiracial bulletin boards were not evident. Generally speaking, students were fairly well racially mixed in classes. Some tendency for Asian students to cluster together and to separate themselves by sex. Advanced classes seem to have disproportionate representation of white and Asian students.

Racial mixing occurs naturally. Mixed seating, racially and male/female whether teacher-selected or student choice. Posters, information, discussion about Black History Week--(obviously had done some research). Teachers called on students equally (race, sex). Grouping--mixed in some classes; some separated by sex, some separated by race. Participating on an equal basis in academic and P.E. and activity. No undercurrent or putdowns.

M/L classes show a heavy preponderance of minority. Lower level classrooms reflect high minority. In classroom where conscious control of seating was exercised, there was mixing. No minority seen in gifted. All students seem at ease. Free to participate. Participation was recognized and accepted. Minority students tended to group in one area, as on one side of the room. There were some instances of students reinforcing each other. There were classrooms with no minorities, particularly the advanced classes. Teacher concern and dedication (as well as counselor) could correct this. Very few bulletin boards of a multicultural nature.

Very good racial mixing in almost all classes visited, representative of the ethnic/racial composition of the school. Limited racial isolation. One classroom in music appeared all majority. Other groups were mixed within that area. Some classes had excellent mixing. Students talked to, listened to and touched each other. Almost no racial putdowns or slurs.

COMPARISON

In the Classroom:

Most classes observed had good racial mixing. Students were seated with a variety of other students. ASB leadership class was racially mixed. Conversation was generally across racial lines and students participated across all racial lines. Advanced classes and some Special Ed. classes visited did not reflect the racial mix of the school. Advanced--a preponderance of majority. Some classes had few minority students and little interracial interaction. Activity classes, (i.e., P.E.) looked very good. Special Ed. settings reflected a disproportionate amount of minority students.

Generally speaking, most general education classes were racially mixed. However, there were high concentrations of majority students in advanced classes and very high concentration of minority students, particularly Black students, in Special Ed. and General Math classes. Virtually no multiracial bulletin boards. No evidence of racial slurs or putdowns. Seating arrangements are fairly well mixed; however, some racial clustering was evident. Conversations across racial lines were somewhat limited, but no hostility was observed.

Mixed seating, students interspersed. Groups mixed for work on projects, etc. In a few classrooms, boys and girls were separated: P.E. and other. P.E.--no boys playing basketball. Two groups in track, one boys, one girls. Particularly noted the P.E. classes seemed to be very segregated by male, female. Mixed whether students chose seats or teachers chose seats. There was a boys' chorus and a girls' chorus. (About 40 classes visited.)

Classroom mix was generally good and there was representation of all groups in most classrooms. Advanced classes did have minority representation. The magnet classes were very well mixed and students interacted well, mixing in group movements. All was very orderly. Guest speakers in two classes. Good interaction. Many independent work areas in the school. Ethnic representatives evident in these. There were some instances of self-grouping according to ethnicity. In classes and in other areas. Some lower-level classes were dominantly minority.

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

In the Classroom, Cont'd.

heard. Very few multicultural bulletin boards or displays observed. The moveable walls may be a factor in this.

Mixed work groups in graphic arts, literary magazine, foods, nutrition, government classes, student court, geometry. Seating is mixed in classes. Groups were generally mixed. Many students don't dress for P.E. primarily. Some classes (perceptual difficulty, Special Ed., MLTM) are almost all black. Some Asians did not appear to participate in class as much as others, also Hispanics. Also AGP and some other classes, more black than proportionate, also Career Math and Hisp/Language Math., Advanced Math were no Blacks, (mostly Asian and White. Language classes, mixed enrollment with good proportion.) Most bulletin boards were subject-oriented or student work, or school spirit (Tigers, etc.) No students observed showing resistance to working together. Most worked together cooperatively. No Blacks or few were seen in ROTC or ROP classes observed. Whites in German class, self-segregated.

COMPARISON

In the Classroom, Cont'd.

A high degree of racial mixing in seating patterns, group work and social interactions. Indo-Chinese tended to be more isolated than others, usually observed as related to language needs. Relaxed atmosphere among students in the classroom. Very few multiracial bulletin boards/displays. Few Blacks observed in some advanced classes observed. Some disproportionate mixing on the high and low ability groups. Many advanced groups had excellent mixing. Some racial isolation observed in P.E. but most were quite well mixed.

Saw different things depending on classes visited. Saw clusters of Hispanic students seated together in classes. Magnet classes had better balance and seemed to be mixed seating. Proportions are imbalanced so difficult to evaluate degree of mixing in most classes. Gym classes seem to be mostly segregated by male/female.

Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

At Lunch:

Black ethnic isolation observed at lunch. Did not see any minority cafeteria workers or student workers. Isolated game areas and lunch tables. Students appeared comfortable together when observed. Residential minority students and VEEP students also tend to be isolated. Observed ethnic leadership (ASB) during lunch.

Many examples of racial mixing. However, when ethnic grouping was observed on campus it seemed to naturally occur at lunch. Students appear to move freely from group to group and generally appear comfortable.

No racial slurs, no name-calling, not much cutting in line, not much pushing. Lunch line went smoothly. Mixed on benches and at tables. After lunch, playing groups were mixed. Relaxed lunch time. 90-95% put trash in trash cans; very well behaved, especially compared to other schools.

Majority seemed minority. Mixed easily. No territorial stake-outs. One line seemed dominantly minority.

Lunch mixing was impressive. Very few racially isolated tables. Kids lined up, ate and talked across racial/ethnic lines. Staff and kids friendly and receptive. Kids appeared safe and comfortable. Student workers represented different racial groups.

Mostly students eat with members of own race, but no separation, i.e., two groups would be seated next to each other with no space between. No hostile sounds or body language observed. No name calling heard. Lines are mixed, with no apparent separation. Cafeteria workers are all female, but a mix of black and white. Some possible territories.

COMPARISON

At Lunch:

Racially isolated minority/majority groups at lunch. Did not observe much interaction between races. Outside lunch areas more integrated.

Definite tendency for students to group racially at lunch and territorialism by Asian students was particularly evident. Lunch lines appear segregated. Again, communication across racial lines was limited. However, no hostility was observed.

Many students (most) seated in mixed or comfortable proximity of others. Line up was mixed, with free choice. Some kids segregated themselves, but by no means all. A few Asian students seemed to separate themselves. Egg toss, well supervised and mixed. Mixed group under some umbrella.

Predominately minorities using cafeteria; while tables were dominantly minority, some were mixed. Whites seemed perfectly at home sharing tables with minorities and vice versa. Rainy day, so there was little chance for observing normal lunch times. Lines were heavily minority but mixed in the lines were majority. Black and Hispanic mixed well.

Lunch lines mixed. Cross racial mixing in conversation. More mixing off quad than on. Probably 5+ outside and 3 inside the cafeteria.

Tables were segregated and students of same race clustered. Nice to see teachers eating in same room as students. No racial putdowns heard, but separation evident. Counselors were talking with students. A positive note was the ROTC field day with honors presented.

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Part A
Racing Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

<u>Secondary</u>	<u>TREATMENT</u>	<u>COMPARISON</u>
<u>Recess:</u>		<u>Recess:</u>
Not applicable.		<i>Play During Lunch:</i> Indicated more cross-racial mixing. Races other than black more noticeably mixed. Black isolation evidence inside, somewhat outside. Good interaction with aides, with kids appearing to be comfortable and relaxed.
Not applicable.		Not applicable.
(Left blank)		Not applicable.
<i>Passing:</i> As would be expected, often moving in mixed groups. Sometimes in isolated groups, as friends will do.		<i>Passing:</i> Passing periods gave no indication of separation or segregation. Very businesslike passing periods. Students moved with a purpose.
Not applicable.		Not applicable.
Not applicable.		Not applicable.

Page A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

School Grounds:

Generally friendly environment. VEEP students greeted by designated staff and appeared comfortable and happy. Kids dispersed well from the buses to other areas to mix with the students. Not much multicultural contributions reflected on bulletin boards, showcases or media center.

General mixing of students was seen during passing periods and at lockers with some segregated areas observed in lockers. Again, multiracial bulletin boards were not evident, with the exception of the Media Center and front office.

Black History Week Bulletin boards: current. Substance Abuse, Student Posters. Media Center - doll collection. Breakfast program - students mix. No territorial areas, i.e., behind bungalows. Phones - students standing in line. Groups fluid, natural flow.

No big isolated groups. Many small groups, or one and two. Some good examples of sharing and reinforcing.

Locker areas pretty well mixed. Some racial isolation/territoriality near one restroom. Media Center, television studio well mixed. Kids moved in mixed groups around campus. Appeared safe, happy. Interracial conversations, groups and couples. Acceptance by other students of interracial couples felt.

Students who were late to class or truant (observed) were Blacks; (both male and female). Students in locker rooms-- little interaction between students of different groups. Graffiti in restrooms, on lockers. Media Center - some students (routine), but not a territory. A few mixed pairs or small groups. Primarily groups were the same color. During Career Day, some students resisted taking seats, not sure whether this was color-based or just friendship. Bulletin boards, school-related, certainly not an isolation of one group. Quick dispersement of students.

COMPARISON

School Grounds:

Students mix well for the population, seem to get along well but very little interaction observed. Little or no multicultural displays, bulletin boards, etc. VEEP students arriving at school disperse well to classes. Science fair appeared to be all white. Did not observe any projects arriving with the bus.

Students tended to mix slightly better during passing periods than at lunch. Less territorialism than at lunch. Only multiracial bulletin boards noted were at end of lunch court by auditorium.

Buses arrive and depart about the same time, making it easier to mingle and disperse. Groups of students of like color walking together. No territorial areas observed. Neighborhood kids, multicultural acceptance. Could have been more multicultural bulletin board displays; however, most were related to subject area which is appropriate or were multicultural. Students adapted well to the rainy day problems.

Wet. Very wet. Not much chance to observe sharing. No territorial defensiveness.

Kids observed walking together and sharing lockers were predominantly of the same racial group. Few multicultural bulletin boards and displays. Kids appeared comfortable on the grounds. Black student groups noticed in one area, Asian students in another. No distinct signs of territoriality observed-while groups were isolated on the grounds, they shared territory.

Graffiti in bathrooms and on sidewalk, some of racial nature. Hall displays show mixed; classroom displays almost all Black, not multiracial. Two classes had all white. Only 3 instances by one observer of a mixed group. White walked singly or side-by-side; same for Hispanics. Lockers by members of same group. Students wandering on campus during classes. Mixing in Magnet. When majority (white) students are leaving, they go different directions, definite isolation.

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Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

Staff:

No minorities in clerical positions observed. No Black instructors observed in any classrooms. Difficult to observe racial mixing when not many racial minorities are present.

Staff is racially mixed. Interaction across racial lines is positive with some tendency for black staff members to cluster in the smoking lounge. Mixing across racial lines is excellent between staff and students.

Percentage of minority staff does not seem to match student population. Mixed in one lunch. Talking at tables, on grounds. Staff visible around grounds. No minority aides. Clerical support, counselors and aides, all white majority.

Minority lacking. Goal of school = +. Minority needed, for image, role model, for the other side.

Evidence of other racial members on the staff. Mixing of staff in the lounge and work areas was noted.

Staff: various groups at lunch, but several were mixed, by race and by sex. Cafeteria workers mixed. Clerical staff in office, mostly white. Not representative Asian role models.

COMPARISON

Staff:

Library groups were for the most part racially mixed and ASB pictures displayed reflected the ethnic population of the school. Appeared to be many more black students walking around campus during class than other students.

Relatively few minority staff members. Apparently no Hispanic staff in spite of the school's 15% Hispanic student population. No racial mixing of staff in lounges or dining areas was observed. Staff does seem to mix well with students of all races.

Very few minority staff members to observe (appearance). Those we saw seemed to mingle well; no problems observed. Mix well among staff, both the minority and men/women and across roles.

All seemed to relate well. Staff in offices worked in support of each other. All teachers talked supportively of others.

Teaching staff observed appeared to be predominantly white. Also office and counseling. There were minority staff observed on campus and in lounge area.

Most teachers assisted by aides; most aides were Blacks with white teachers. Minorities sat together at lunch, with males and females sitting together. Some separation at lunch. Staff fairly well mixed - clerical, teachers. Mixing in and out of class. Magnet classes - good mix of teachers and aides.

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Part A
Racial Mixing

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

General Assessment (Racial Mixing), Cont'd.

restroom. Very few multicultural bulletin boards or displays observed. Little racial isolation or territoriality observed. There is a very good mixture at this school. (Name of school) seems to be one of the most multiculturally populated schools visited, including male/female interaction.

Mixed seating in classes, but in areas where students have a choice, they tend to self-segregate. While some of this may be natural, more could be done to promote mixing in the classroom as well as in other activities. What we saw varied by where we were. In some cases, the degree of mixing was less or was open to question.

COMPARISON

General Assessment (Racial Mixing), Cont'd.

efforts between students/adults observed on the minimum day were commendable.

Difficult to observe due to proportions of student population. However, evidence of students clustered by race in classroom seating, isolation at lunch time and on grounds was observed. Voluntary mixing does not appear to be occurring. A difference exists between Magnet program and the rest of the school, with more mixing seen in Magnet. Also, P.E. classes are mostly segregated by male and female.

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Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

Student - Student:

Friendly, positive interactions. Kids seem to get along well, like the school and enjoy coming. Very little rude or disruptive behavior.

In the controlled environment of the classroom the interaction observations were outstanding. In the voluntary, less dictated worlds of passing periods and lunch, the pull of ethnic groups became more observable. Students do move freely from group to group and appear to be comfortable and relaxed at school. Some strong evidence of territorialism before and after school and at lunch.

Acceptance or equality. Both boy/girl and race-wise. Absence of hostilities. Very little name calling. Students were calm and relaxed in class and on grounds. No resistance to groups or members of groups when assigned to one. Students moved freely in and out of groups. Students who were leaders. Some student rudeness, but minimal. Students with arms about each other; taking pictures of each other.

In most instances, student rapport with each other seemed very good. Students in classes move within the group easily. Minority students were seen in leadership or as activity leaders. There appeared to be no territorial protectiveness. Bus area quickly cleared and students moved out across campus easily. Smoking groups were integrated. Good student spirit. No slurs.

Almost all groups of kids observed in and out of the classroom reflected positive, natural high quality interaction. It was free flowing across younger and older kids, different races and males and females. Many examples of positive descriptors. Kids were friendly to the team, asked questions and said hello. Students expressed much support for each other.

Generally good, but much separation by color, groups. When asked, students said they get along well. A teacher reported that ninth graders added more problems, but a functional immaturity, not rare. Little evidence of students initiating contact with each other across racial lines. Some rudeness or hostility, but seemed to be individual, not racially based.

COMPARISON

Student - Student:

Students appeared to be receptive and courteous towards each other. Many class settings did not permit interaction to be observed (i.e. films, class lessons, etc.) Some very positive interactions observed in a few class settings. Did not have the opportunity to observe a great many interactive group settings.

Students seem to get along without racial hostility but do not initiate a lot of contact across racial lines. Students do seem to work cooperatively in classes. No evidence of racial animosity. Some evidence of territorialism during lunch.

Assembly: Students had excellent interaction. Classes: One art class superb; printing class; drama class; German class students praise each other. Boys and girls, and racial/ethnic and 7th/8th--good intention, good cooperation when working together. Students not rude or discourteous to each other in class or at lunch. "Normal" playing-around comments. Only one example seen of student comments of a prejudiced nature.

A calm and relaxed atmosphere. Easy mingling. There was little evidence of strain or tension among students. In the classrooms, there was evidence that students respected those from other groups; there was evidence of sharing of territory and materials/land resources. Students moved freely from group to group. There was no territorial defensiveness. Some good instances of student support of other students was evidenced. In P.E. classes, there was no disparagement of student failure; there was understanding and support.

Quality of interaction is higher in the classroom than on school grounds in general. Students are calm and relaxed among students of other racial groups but students themselves express concern about interactions in student body activities. Interaction of the race/human relations committee was very positive. Commendable SPIES effort. Observed no racial putdowns/slurs. Impressed with the openness and directness of students during the race/human relations session.

Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

COMPARISON

Secondary

TREATMENT

Student - Student, Cont'd.:

Students don't move very freely from group to group. Interactions are natural, friendship based, not at all strained. Particularly good student interaction observed in auto shop, metal shop. Students observed helping each other, cooperating with each other in classes.

Student - Student, Cont'd.:

Average--some good, some not so good, but Magnet classes were good. Some interaction strained, some just ignore others, but no racial slurs. Absence of fighting, rude or discourteous behavior. Some students "talked bad" or put down other students but didn't appear to be racial or across racial lines, as far as could be seen. Some discomfort after approaching student of another race.

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Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary	COMPARISON
<u>TREATMENT</u> <u>Student - Adult:</u> Interactions were very positive between staff and students. Structured but not rigid environments. High standards held for all kids. Very good supervision. Professional, competent staff behavior towards students. Principal quite friendly, visible and participating. Good rapport between staff and students. Evidence of positive, open communication without regard to sex or ethnicity. Discipline seems to be administered fairly. Generally good rapport between administrators and students. Students were very friendly and open. Good relationship in class, at lunch, before and after school. Compliments to Coaching staff--mix of boys and girls and racial noted. Interaction with students. No putdowns! Student leaders for exercises! Students rude to substitutes, but very courteous and friendly to visitors. No discipline problems observed. No communication gap; mutual respect. Adults tried to set a high standard and also to make students feel good about themselves. Teacher recognition and attention to students seemed equal and positive. No putdowns; no hostile or cross corrections. Classroom atmosphere was usually congenial. In some classes, an obvious lack of rapport, in some, an obvious lack of respect for teacher. Teachers and students communicated in a relaxed and respectful manner. Most teachers were very warm and caring towards students of all races. Several excellent examples of teacher/adult student interaction. Sense of humor and patience observed. Both academic and social interaction observed. Staff observed appeared to be concerned not only about what they teach but to whom they teach. Very positive, comfortable learning environment. Relaxed interactions, calm for the most part. Teachers responded to students equally with patience or humor. Generally positive, but some lack of enthusiasm. Students (some) were rude to teachers. Some teachers ignoring groups of students. Some students very friendly to visitors, some moderately friendly. Others not friendly. Very little camaraderie between	<u>Student - Adult:</u> Observed excellent teacher to student interaction across races. Classes for the most part were well managed, enthusiastic. Opportunities for all students to participate. Teachers friendly and professional. Some fine examples of student-teacher rapport and quality learning observed. Good communication between staff and students. Classroom climate is comfortable. Excellent rapport between lunch supervisors and students. Administrators and students exhibited positive contact. Adults very visible during passing period, at lunch, before and after school. Students were very friendly and helpful. Very positive attitudes. Obvious efforts on part of administration to keep a positive atmosphere. In one class where there was a sub, it took the observer some time to discover that the teacher was a substitute. Students were very well behaved. Much praising of students (not phony; is genuine). In a few instances, demeaning comments were heard; restrictive atmosphere observed. Overall, a very professional attitude on part of teachers and counselors; mutual respect. Evidence of positive reinforcement of adult to students. Evidence of an adult to adult relationship of students interacting with teachers. Exchanges were easy between faculty and students passing on the grounds. Positive relations in counseling and attendance officer. Most classrooms observed reflected generally high quality. Student/staff interaction on campus was open. Teachers demonstrated concern, caring for all students. Opportunities provided for all kids to participate. Kids treated as individuals, not groups. Students were friendly toward their teachers and the team. Discipline appeared to be equitably enforced. Students were friendly to visitors. One teacher out of 12 was seen commending student for work/behavior. Rudeness from students to teachers, particularly Black students to white teachers, but in some cases toward Black teachers also.

Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

Student - Adult, Cont'd.:

tween students and teachers. Good interaction in Chorus. Again, good interaction in metal and auto shops. Some teachers did not deal with aberrant.

COMPARISON

Student - Adult, Cont'd.:

Difference from teacher to teacher; some teachers placed more demands on students than others. Some teachers allowed bad behavior. Teachers reacted with patience or ignored situation. Students entered class late, and teachers didn't ask for passes. At least one patronizing, condescending attitude observed. In one class, an example sentence given by teacher: "The ugly teacher struck the defenseless student." There were some classrooms where expectations were high and student-teacher verbal interaction was constructive and positive. Minority students call minority teachers "Mr." or "Mrs." Minority students call white teachers by last name or "Hey, you". Teachers may fear to confront, fear of being called racist, but whatever reason, are allowing behavior.

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Part B
Quality of Interaction

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

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Secondary

TREATMENT

Adult - Adult:

Staff friendly, positive, professional. Greet each other, talk highly of each other and speak highly of the school.

Most staff members were warm, friendly, and receptive. In the relatively few adult-adult interactions observed, interaction was generally positive.

Interactions are good, relaxed, friendly. Morale appears to be very good. No sign of strain between male/female coaches. Unusual and great! No problem of aides feeling lesser than teachers--feel a part of staff. Staff is staff--not separated. Cooperative atmosphere in open classroom. Spouses on same staff good. Also people very friendly to visitors. Positive discussion. Mutual support, staff/administration. Like being here (verbalized).

Excellent. Good working relationships could be observed. As one would expect. No obvious factions on faculty.

Observed an "absence" of adults talking or complaining about kids. Staff expressed interest about each other's professional and personal lives. Talked freely and positively with each other. Interactions were natural and meaningful. Verbal support for adults, the school and the kids was frequently heard.

Some isolation of groups but of groups observed at lunch, two were mixed, two were not. Some "let it be"--not unfriendly, but not overly friendly. Cafeteria people interacted well and in mixed groups. Not big "congregation" of teachers anywhere.

COMPARISON

Adult - Adult:

The large campus scattered adults fairly well and little adult-to-adult interaction observed. Office staff very friendly and receptive to the team. Teachers were also receptive as well. Those staff members observed at lunch and preps, appeared comfortable and relaxed.

Adults in lounges and dining areas interacted very well, but there was no interaction across racial lines. Some teachers expressed concern and resentment over dissemination of information concerning the race/human relations program. Several members of the school race/human relations committee indicated that they did not meet, were not a part of decision-making in this area, and that race/human relations activities were coordinated by one person. Social studies teachers do not seem to be familiar with the Student Identity Program and some staff are still under the impression that there is a 10-hour race/human relation requirement.

When staff are together on campus, in lounge, at breakfast, very positive, friendly staff relations. A kindly, joking, relaxed manner is evident; a very healthy atmosphere. Visitors were made to feel welcome, both in classes and in other areas at campus.

Relations were obviously good between those in offices; between certificated and classified; between V.P.s, counselors, security, etc. There was little opportunity to observe faculty interacting with faculty. Few were in the cafeteria. Few were in the lounges. It was a very wet and rainy day.

Adults' interactions observed were relaxed and friendly. Interracial interaction observed was positive and helpful. Not much interracial staff interactions observed. Office staff very friendly and helpful.

Seems to be mutual acceptance, but no warmth, no enthusiasm. Some department support for each other (within depts.) but not across departments. Some people just ignore each other. Some would like more toughness with kids.

Part B
Quality of Interaction

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

Adult - Adult, Cont.d.:

COMPARISON

Adult - Adult, Cont.d.:

Some people do not appear to be happy here. Some adults are happy, but are not happy with other members of staff. Not much positive relationship with community/parents.

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Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Elementary

TREATMENT

General Assessment (Quality of Interactions):

Administrative, certificated and classified staff were extremely receptive to both the team and students. Student behavior was excellent and rapport between staff and students was high quality. General quality of interactions at an acceptable level especially between staff, students and other adults. Ethnic interaction normal for school-community environment. Teachers encourage excellence in all students.

The school has a natural diversity which lends itself to appreciating ethnic differences and reducing occasions of observable divisiveness. Students appear comfortable and relaxed at school. Generally good interactions between students with few racial slurs. Students move freely between groups. Good communication between staff and students without regard to race or sex.

Interactions are good, relaxed, friendly. All staff are part of (Name of school). Student - teacher interactions are easy-going but not disrespectful. Potential problems of misbehavior headed off in quiet way. No opportunity to see staff in meetings, but on grounds and at lunch, good positive interactions. Friendly to visitors and to each other. Students and staff: mutual respect. No communication gap.

(No separate comment--reference to statements previously included.)

The team in the past two days observed good-to-very-high-quality interactions between kids and adults in all settings. Teachers and staff showed positive regard for all racial groups permitted opportunities for quality mixing in class settings, and most students voluntarily interacted well at lunch and in settings on the school grounds. Staff and students appeared calm, relaxed and happy to be (at this school). The extent of the mixing has enhanced the naturalness of interactions, has led to a high quality situation. Comments from many expressed how "lucky" they felt to be at this school. The team agrees. A beautiful site with excellent administration has set a positive multiethnic atmosphere.

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COMPARISON

General Assessment (Quality of Interactions):

Students in classes observed were receptive and courteous towards each other and adults. Classes were well managed and many fine examples of teacher-student interactions observed across racial lines. Did not have enough opportunity to observe adult-adult interactions. Adults on campus were friendly and receptive to the team and each other during lunch and prep sessions attended. A fine staff and group of students overall.

Students interact without racial hostility and seem to work cooperatively in classes. However, they do not seem to initiate a lot of contact across racial lines. Good rapport between students and staff and particularly positive interaction between lunch supervisors and students. There is an apparent feeling by many staff that communication about the race/human relations program is lacking and this input is not sought. Interactions across racial lines among staff are very limited.

Overall, very positive, healthy interactions. Positive attitudes are seen in classes between students; teachers and students and aides/students. Teachers, counselors, and administrators praise students in a genuine way. Staff are very friendly with each other. The principal has set the tone, and it reflects a very positive atmosphere concerned with the students' best interests.

Interactions quite good. (No separate comment.)

The quality of interactions between kids and kids and adults and adults themselves were of high caliber. Students appeared comfortable and relaxed on campus and in classroom settings. Conversations were across racial lines for the most part. Teachers provided opportunities for interaction and participation of all races and males and females. Patience and a sense of humor were observed on many occasions. Many adults expressed satisfaction w/the school, kids, administration and each other. Staff was very friendly towards the team and displayed concern and caring for each other. A very comfortable environment to be in. The (school's) students, staff verbalize support for the integration program.

Part B
Quality of Interactions

CONTEXTUAL EVALUATION - RACIAL RELATIONS
ASSESSMENT RESULTS

Secondary

TREATMENT

General Assessment (Quality of Interactions), Cont'd.:

Saw contrasts. Some excellent, some not so good. Varies by individual, whether individual student, teacher or students with adults. The "4" rating is a reflection of the average among some excellent interaction observed and of some less healthy interactions, or no interaction which it might occur in a way to promote better relations. These comments reflect a description of what was seen by the team in two days, not on what has happened in the past or what might be observed in a longer period of time with more depth.

COMPARISON

General Assessment (Quality of Interactions), Cont'd.:

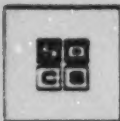
Relationships between student/teachers, administrators/office staff, etc. were warm, personable, positive and were involved in making what was already established, better.

Both excellent and poor interactions were seen. Although there do not appear to be overt problems across racial lines, there are strained interactions among all groups (adults, students). Student rudeness to teachers was observed, as was undue tolerance by teachers of student misbehavior. While there appears to be mutual acceptance, there is not warmth, enthusiasm generally, although there are some individuals who interact well with others. Students were friendly to visitors.

BEST COPY AVAILABLE

APPENDIX E

ROSTERS: STUDENT LEADERSHIP AND STUDENT ACTIVITIES



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: January 10, 1983

MEMO TO: Principal of

FROM: Tomblin *BT*

SUBJECT: STUDENT PARTICIPATION ROSTERS IN SCHOOL ACTIVITIES
Race/Human Relations Program Evaluation

As discussed with you on November 10 and 23, part of the evaluation of the Race/Human Relations Program requires data regarding the participation of students in school activities. You will need to provide rosters of students in the following activities:

- Drama
- Speech
- Yearbook
- Journalism/Newspaper
- Band
- Choir
- Other Music Groups
- Drill Team
- Winter Season Athletic Teams
- Clubs (Choose 2)

Attached is a sample roster form showing the information required: Name, Racial/Ethnic Code, Sex and Resident/Non-resident Status. The Race Ethnic Code used by the district is attached for your reference. If you have a roster which gives all of the needed information, there is no need to recopy onto this form. Please be sure you've given all the required information on whichever form you use.

It will probably be necessary to distribute the forms to persons in charge of the activities to complete the rosters. (Of course, if you have one person on site who can collect all the information, feel free to proceed this way.) If you do distribute the forms, please collect all by February 1, 1983. Please check to see that all activities are included in the packet for your school. If you need additional roster copies, feel free to duplicate as many as you need. We will pick them up at the time we visit your school (between February 1 and April 1).

Signature: _____
Principal or Designee

BT:nrl

Attachment

cc: Isaac
Jackson

E-3

252

1982-83

Date: _____

Name of Person Completing Form: _____

Phone No. _____

Activity: _____

School: _____

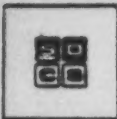
NAME	RACIAL/ ETHNIC CODE	SEX		RESIDENT	NON RESIDENT
		M	F		
PAGE TOTAL					
ACTIVITY GRAND TOTAL					

Initials of Principal or Designee: _____

SAN DIEGO CITY SCHOOLS

OFFICIAL
CODE VALUES

- 0 Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin - regardless of race.
- 1 White - not of Hispanic Origin (not Portuguese) - A person having origins in any other of the original peoples of Europe, North Africa, or the Middle East.
- 2 Black - not of Hispanic Origin - A person having origins in any of the Black racial groups of Africa.
- 3 Asian or Pacific Islander - (not Filipino or Indochinese) -
 A person having origins in any other of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes for example, China, Japan, Korea and Samoa.
- 4 American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- 6 Portuguese - A person having origins in any of the original peoples of Portugal.
- 7 Filipino - A person having origins in any of the original peoples of the Philippine Islands.
- 8 Indochinese - Person having origins in any of the original peoples of Indochina. This area includes, for example, Vietnam, Cambodia, and Laos.



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: January 10, 1983

MEMO TO: Principal of

FROM: Tomblin *23*

SUBJECT: STUDENT LEADERSHIP ROSTERS
Race/Human Relations Program Evaluation

As discussed with you on November 10 and 23, part of the evaluation of the Race/Human Relations Program requires data regarding the participation of students in school leadership positions. You will need to provide rosters of students in the following leadership positions:

ASB Officers
ASB Representatives
Class Officers
Club Officers
Song and Cheerleaders

Attached is a sample roster form showing the information required: Name, Position, Organization, Racial/Ethnic Code, Sex, Resident/Non-resident Status, and whether students are Elected or Appointed. The Race/Ethnic Code used by the district is attached for your reference.

It will probably be necessary to distribute the forms to persons in charge of the activities to complete the rosters. (Of course, if you have one person on site who can collect all the information, feel free to proceed this way). If you do distribute the forms, please collect all by February 1, 1983. Please check to see that all five organizations are included in the packet for your school. If you need additional roster copies, feel free to duplicate as many as you need. We will pick them up at the time we visit your school (between February 1 and April 1).

Signature: _____
Principal or Designee

BT:gem

Attachments

cc: Isaac
Jackson

255

STUDENT LEADERSHIP
RACE/HUMAN RELATIONS
1982-83

Date: _____

Please list students who hold leadership positions in the activity indicated.

Name of Person Completing Form:

Phone No. _____

School: _____

[illegible]

SAN DIEGO CITY SCHOOLS

OFFICIAL
CODE VALUES

- 0 Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin - regardless of race.
- 1 White - not of Hispanic Origin (not Portuguese) - A person having origins in any other of the original peoples of Europe, North Africa, or the Middle East.
- 2 Black - not of Hispanic Origin - A person having origins in any of the Black racial groups of Africa.
- 3 Asian or Pacific Islander - (not Filipino or Indochinese) -
A person having origins in any other of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes for example, China, Japan, Korea and Samoa.
- 4 American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
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- 7 Filipino - A person having origins in any of the original peoples of the Philippine Islands.
- 8 Indochinese - Person having origins in any of the original peoples of Indochina. This area includes, for example, Vietnam, Cambodia, and Laos.

APPENDIX F

INTERVIEW QUESTIONS: PRINCIPAL INTERVIEW

INTERVIEW QUESTIONS
RACE/HUMAN RELATIONS PROGRAM EVALUATION
1982-83

School: _____ Interviewer: _____ Date: _____

Persons Present: _____

Role: _____

Principal

1. Briefly, what are the goals of your school?

2. Describe briefly how students are selected for awards and leadership positions.

3. Name 3 examples of positions for which students are selected or appointed and how (on what criteria) they were selected.

Interview Questions
Race/Human Relations Program Evaluation
Page 2

4. Explain your student scheduling process.

Probing Questions:

- 4.1. Are students grouped?

- 4.2. If so, what are the criteria for grouping?

- 4.3. How are new students assigned to classes when they enter your school?

Interview Questions
Race/Human Relations Program Evaluation
Page 3

4.4. How are continuing students assigned to classes each year?

4.5. To what extent are the following used in the assignment of students to classes?

(✓)		% weighting (estimated)
_____	teacher recommendations	_____
_____	grades	_____
_____	test scores	_____
_____	student choice	_____
_____	parent request	_____
_____	other: _____	_____

4.6. Is there a person (role) on your campus who monitors the race and sex balance of classes? Yes _____ No _____

If so, what is the role of that person?

_____ Administrator
_____ Counselor
_____ Teacher
_____ Secretary

If not, how do you determine if classes are isolated or balanced with regard to race or sex?

Secondary:

4.7. Explain how and from whom students receive advice about courses to take.

4.8. What techniques have you found successful in insuring that minority students and students of both sexes are fully aware of their abilities to enter professions formerly dominated by whites or opposite sex (i.e., women into male dominated fields, men into female dominated fields).

4.9. How do you assure that prejudice and sexism are absent from your academic advising processes?

Page 5

- 6.1. What are you doing to reduce suspensions and conflict situations at your school?

Interview Questions
Race/Human Relations Program Evaluation
Page 6

6.2. Which offenses or infractions of rules require attention of the "office" (administration, counseling or other) as opposed to teacher action?

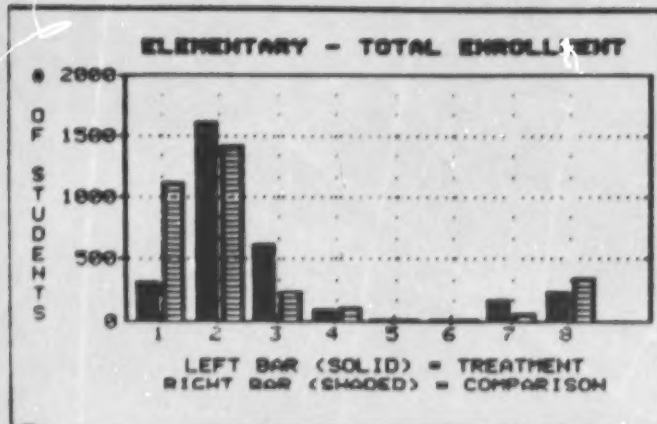
6.3. What do you do once a student has come to the office to prevent a return of that same student.

7. Describe one racial incident or problem which occurred recently at this school and how it was solved.

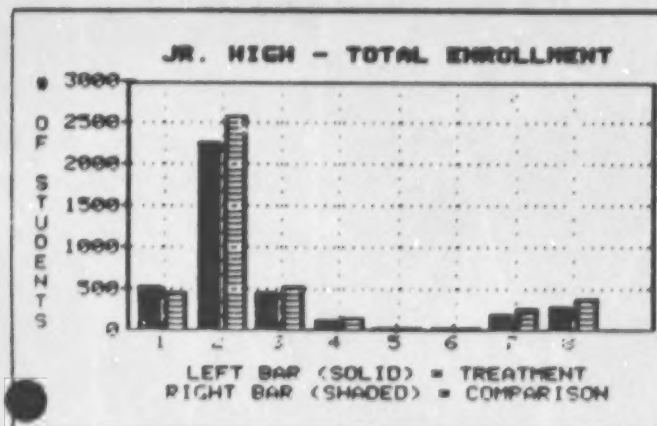
APPENDIX G

SUSPENSIONS: TREATMENT SCHOOLS VERSUS COMPARISON SCHOOLS

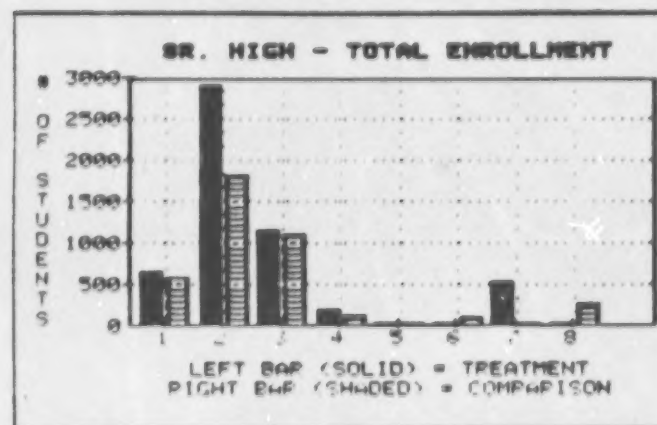
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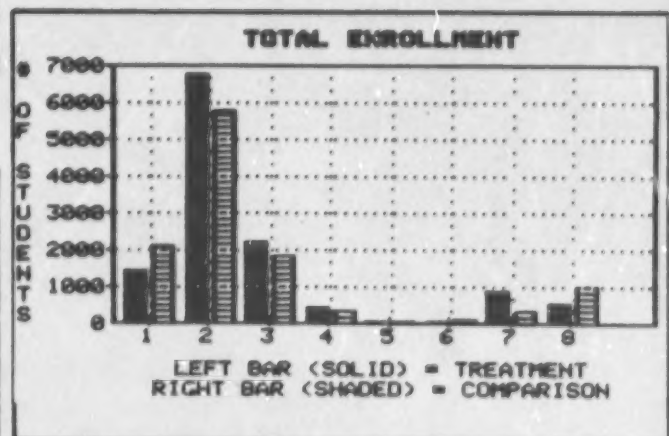
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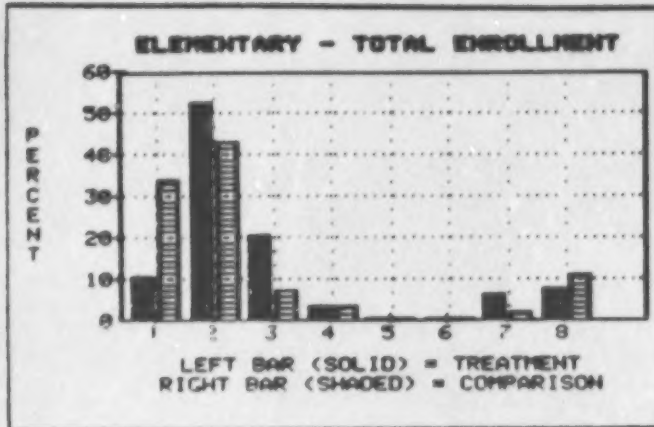
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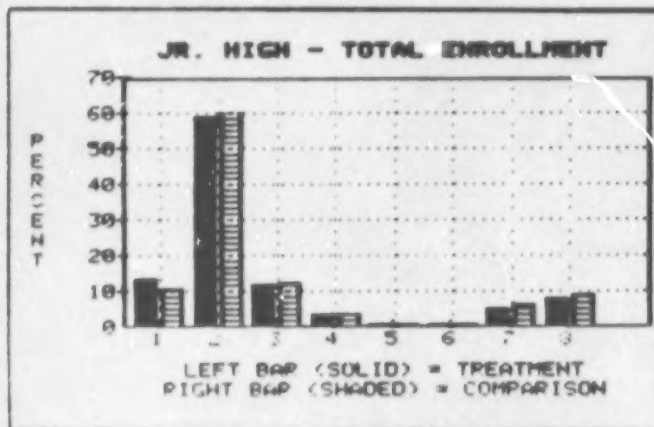
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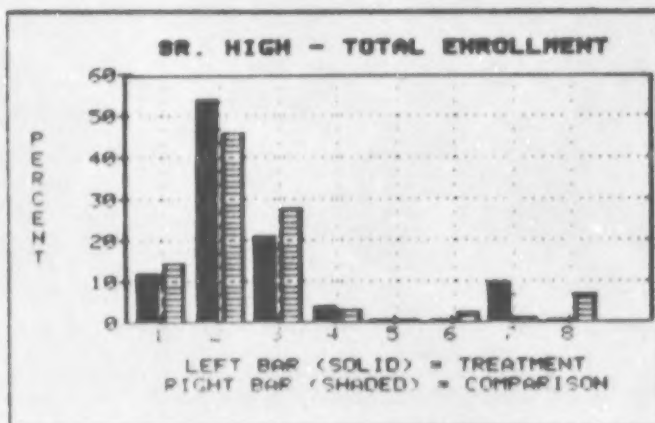
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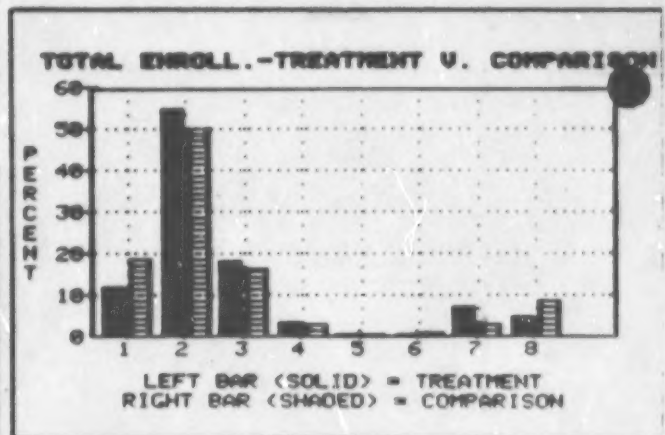
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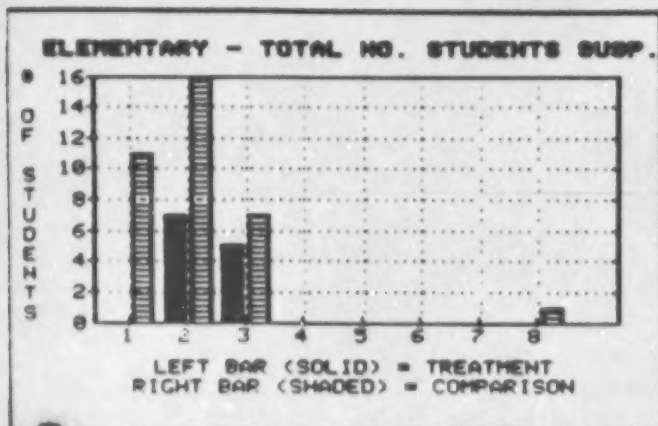
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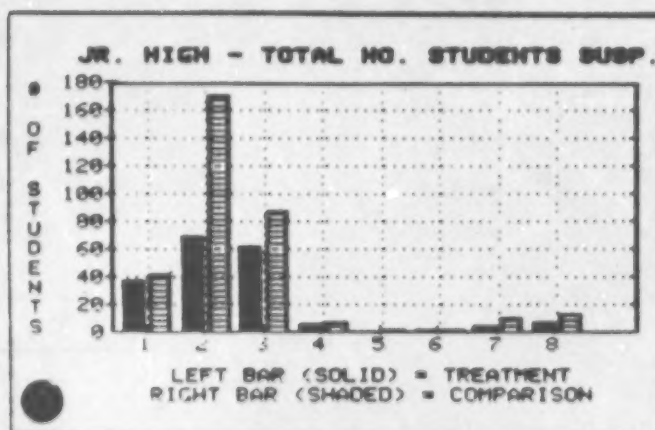
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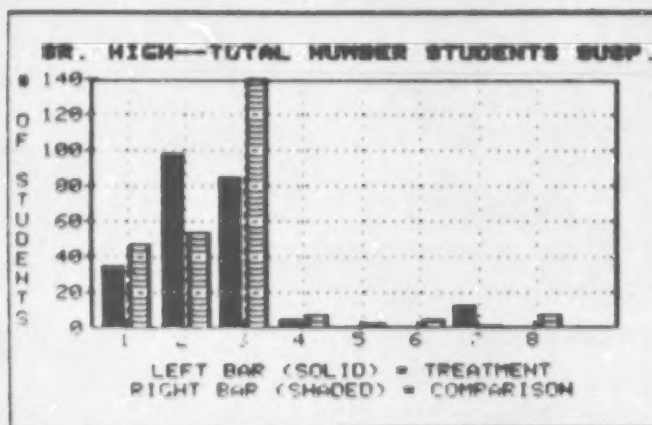
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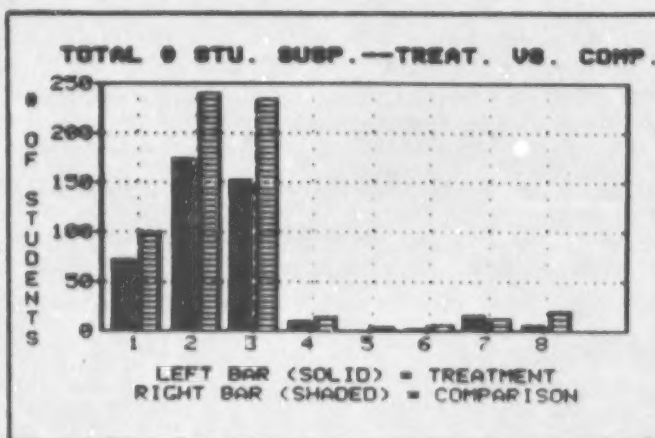
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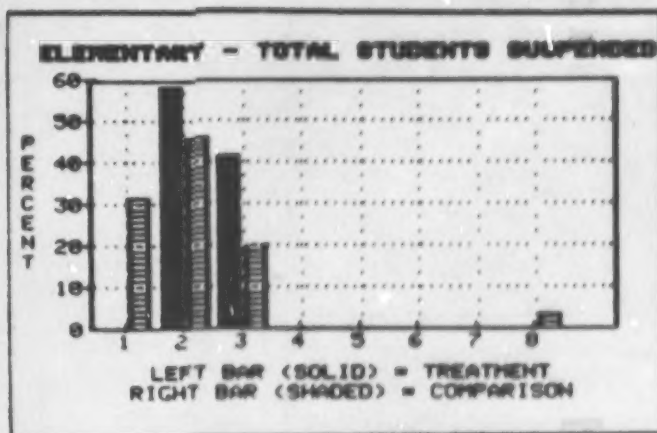
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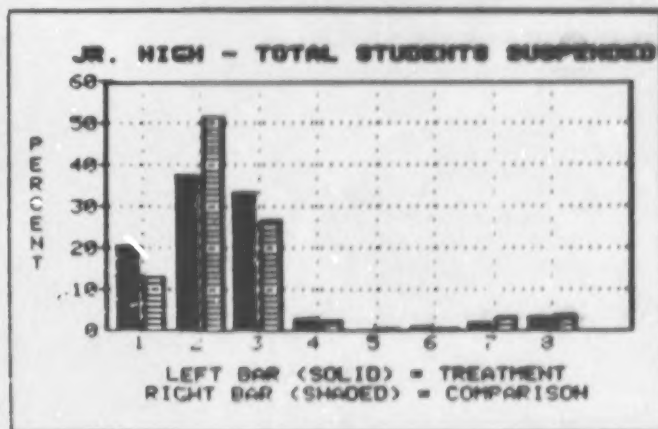
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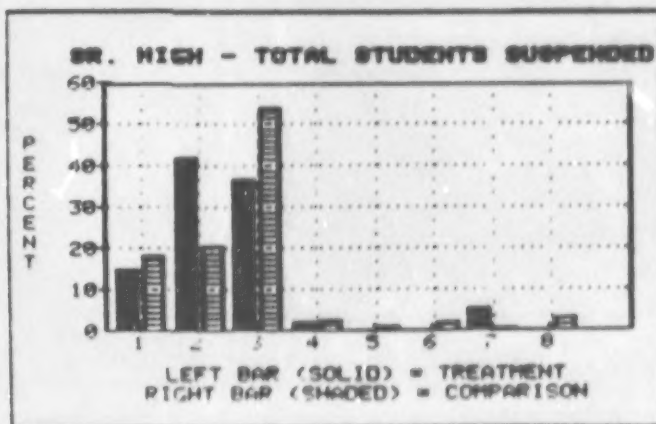
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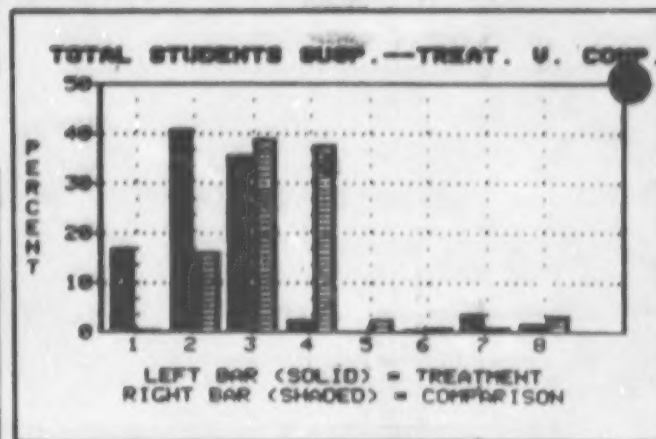
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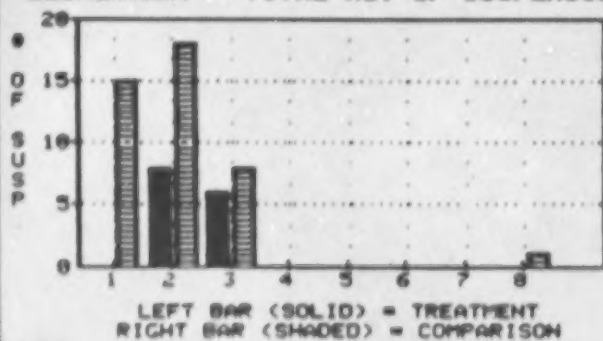


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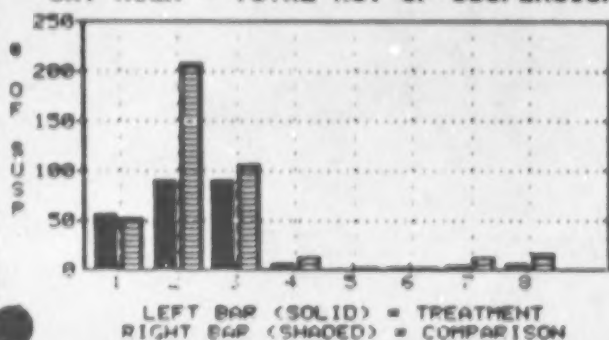
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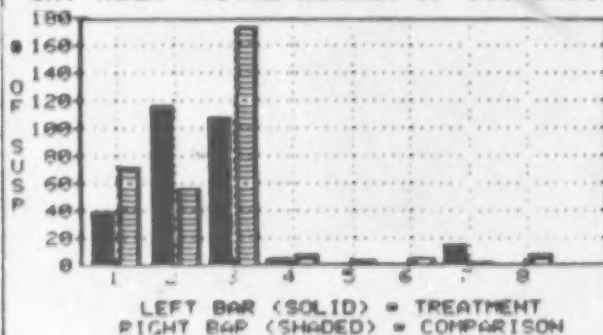
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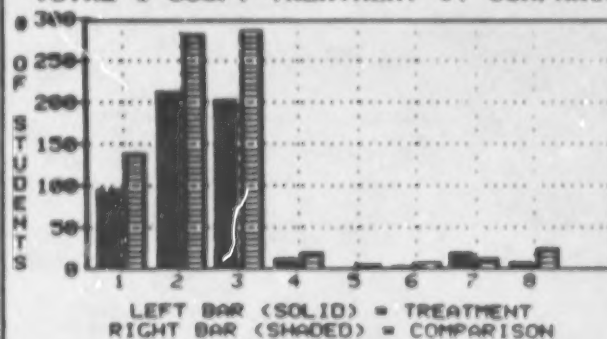
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TOTAL SR. HIGH

TOTAL # SUSP. - TREATMENT V. COMPARISON



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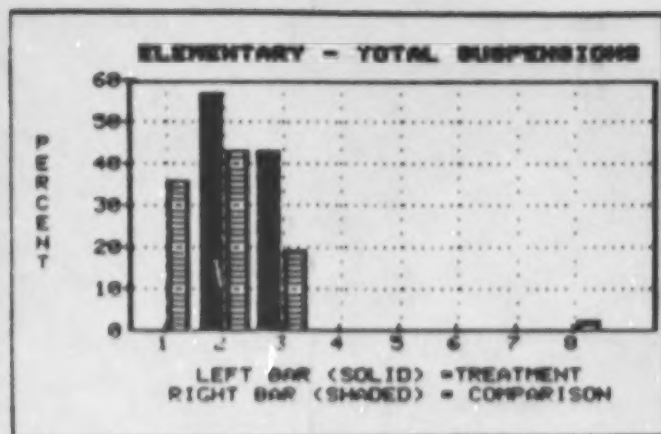
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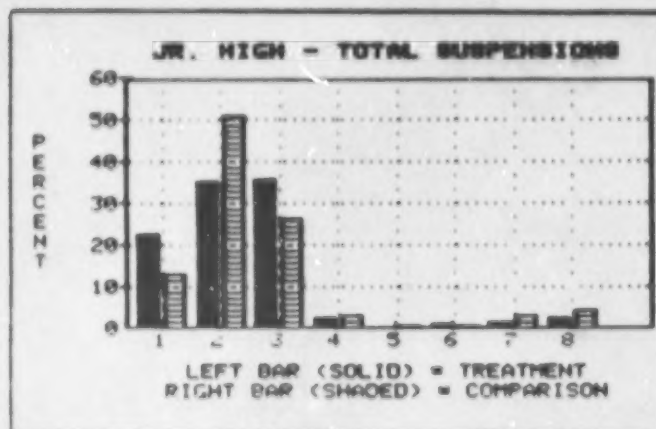
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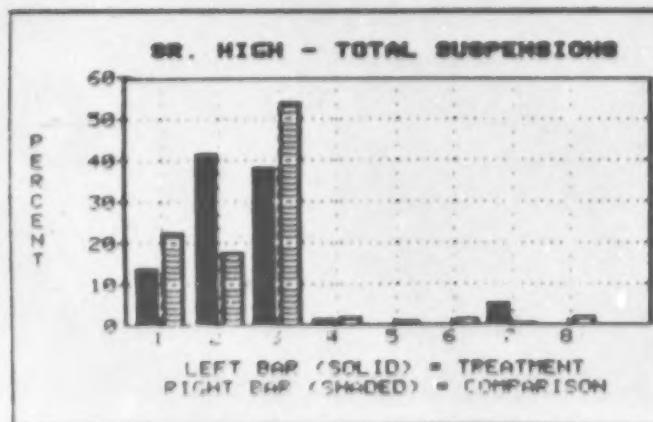
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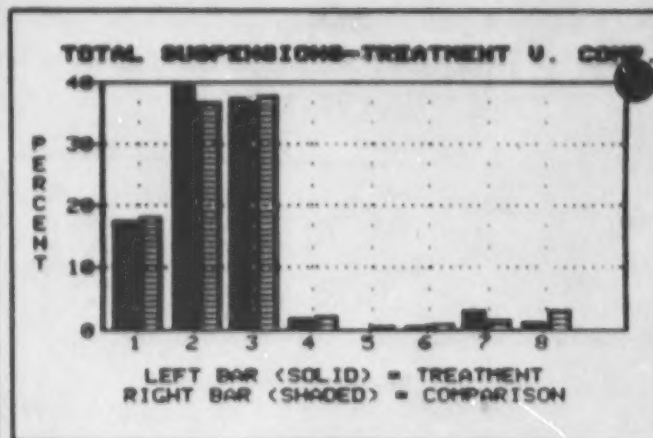
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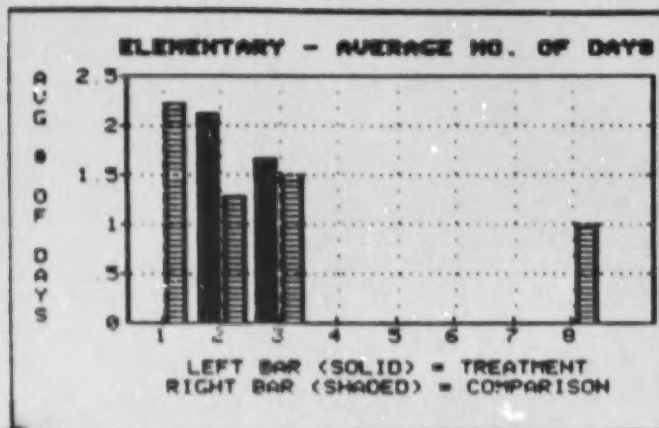
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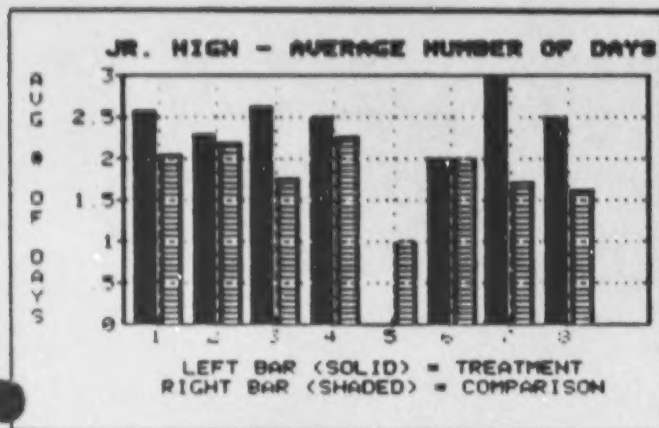
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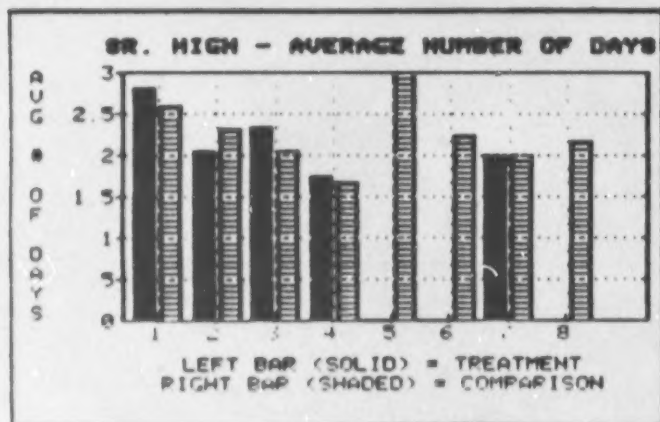
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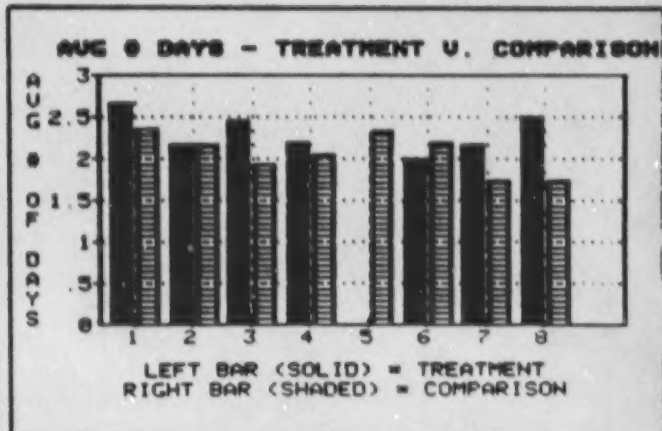
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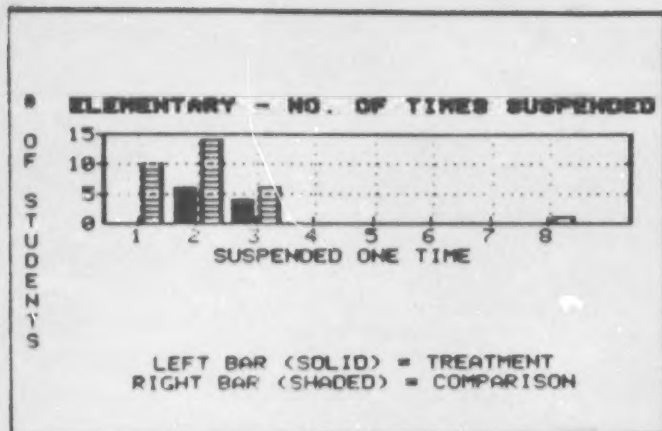
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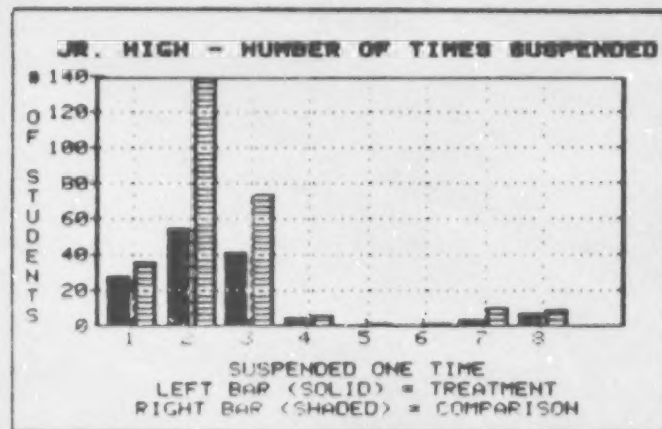
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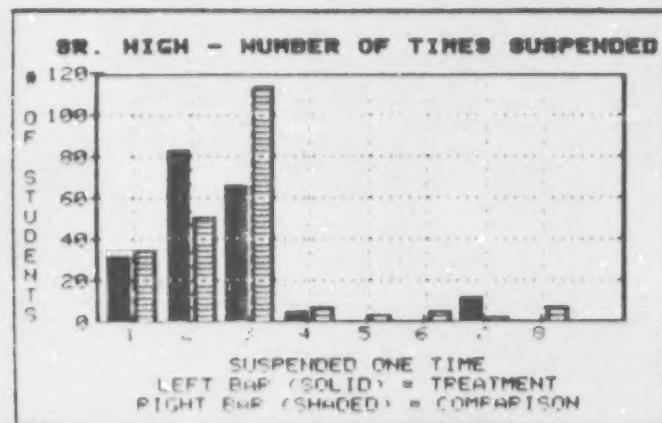
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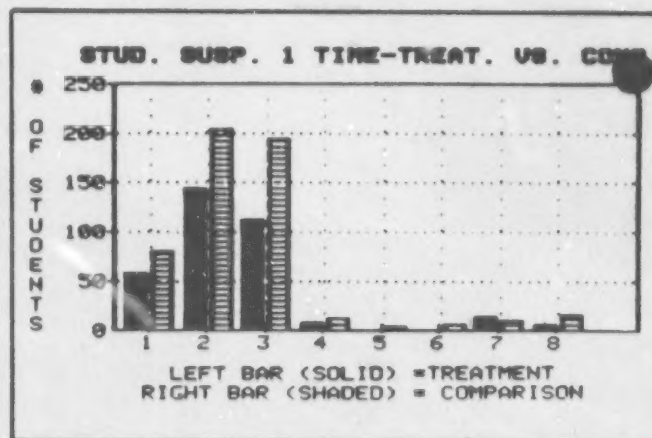
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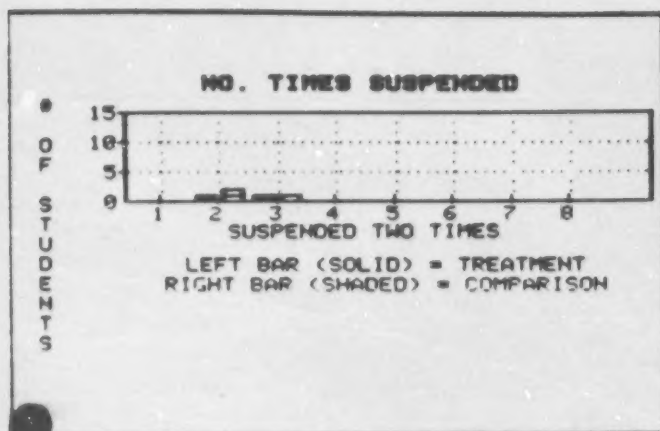
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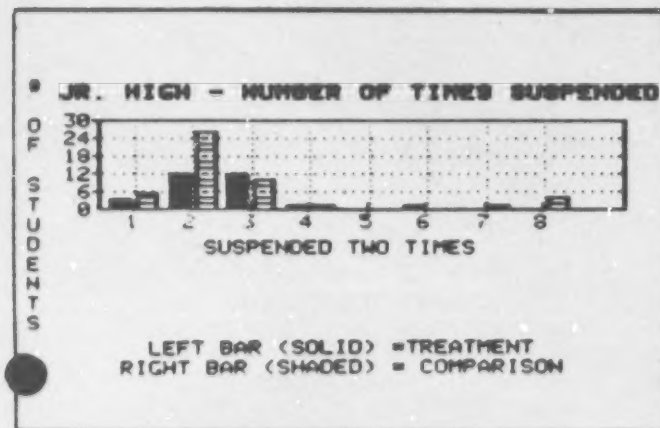
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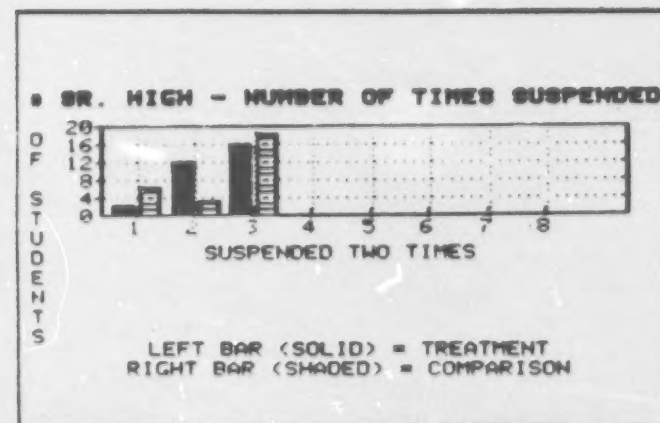
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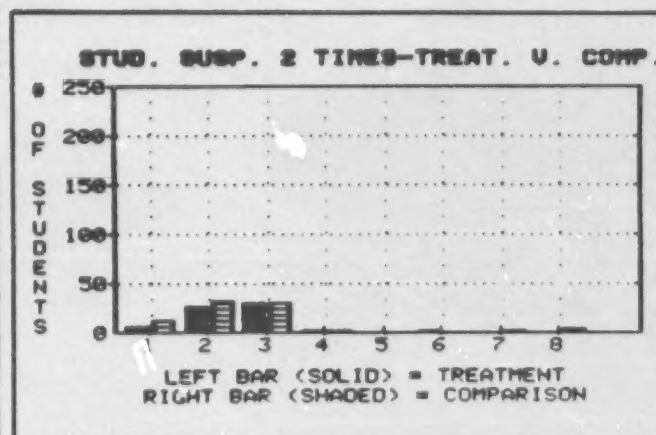
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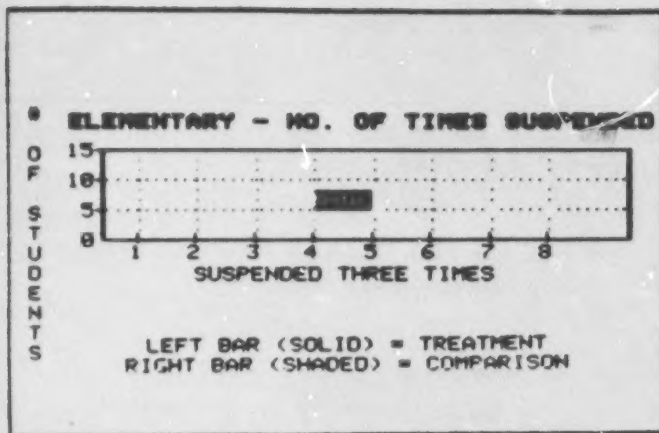
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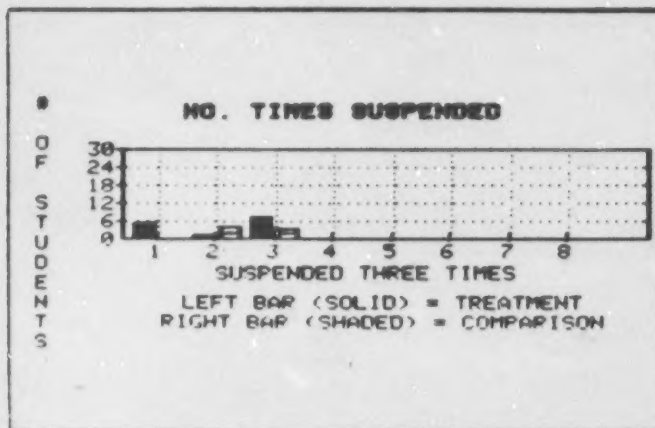
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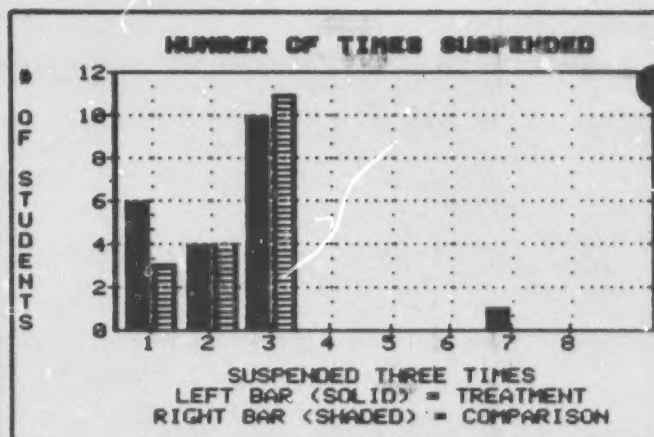
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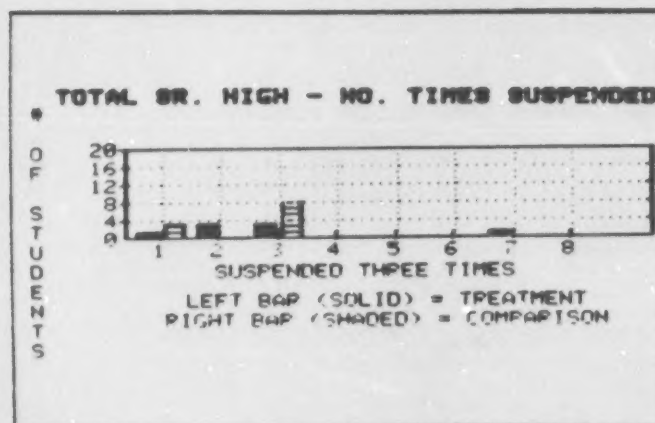


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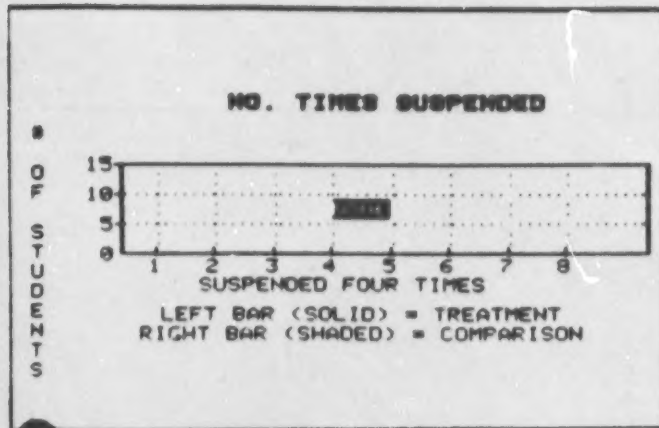
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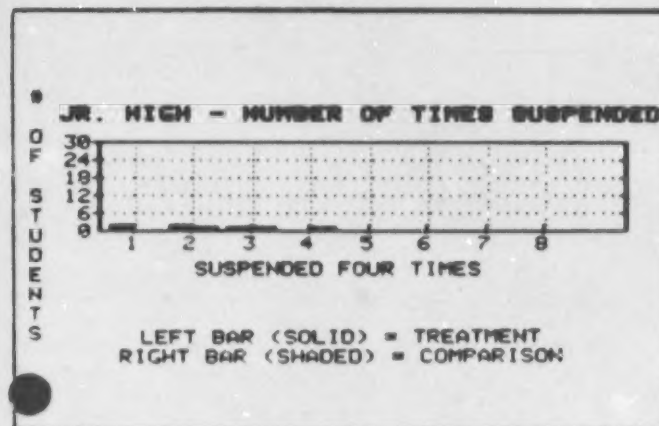
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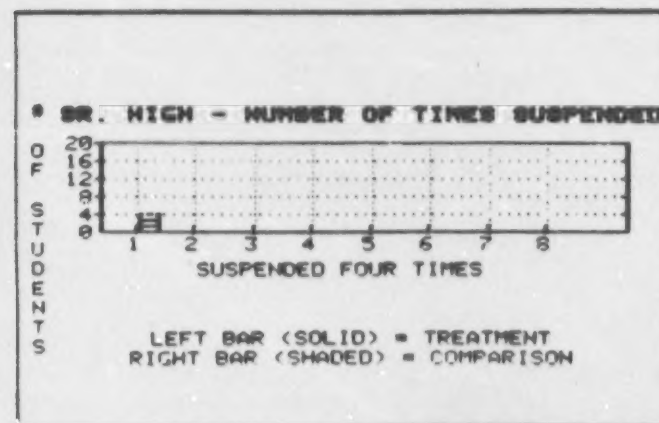
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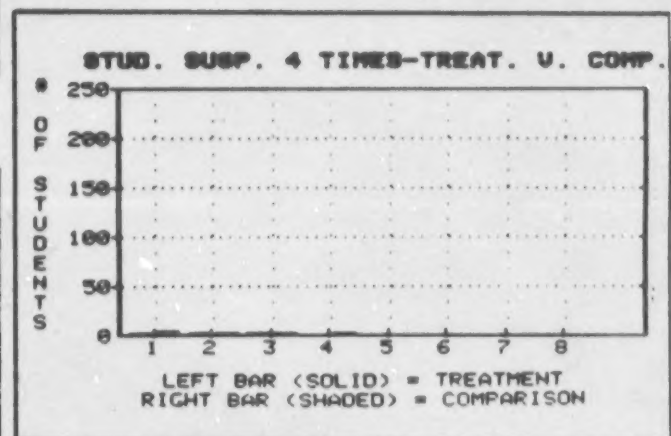
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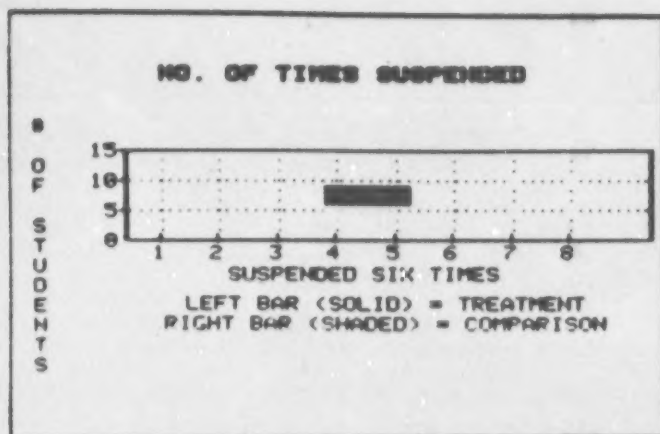
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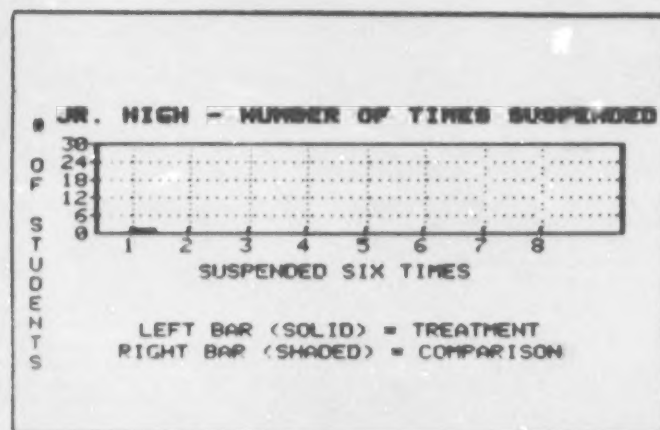
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5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

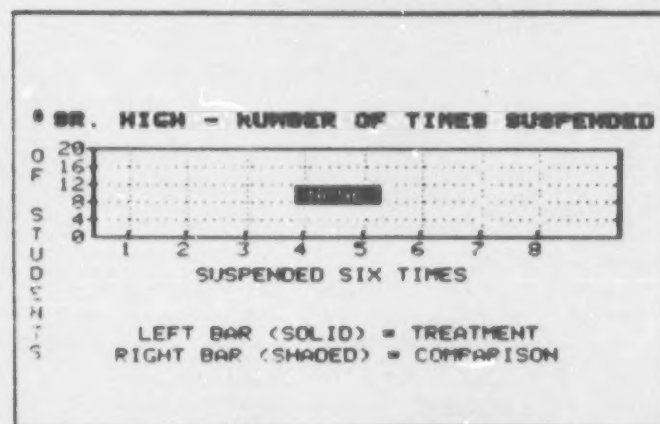
NUMBER OF TIMES SUSPENDED



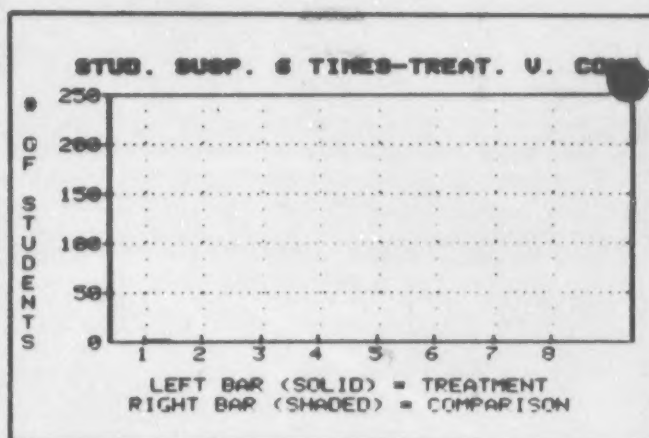
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

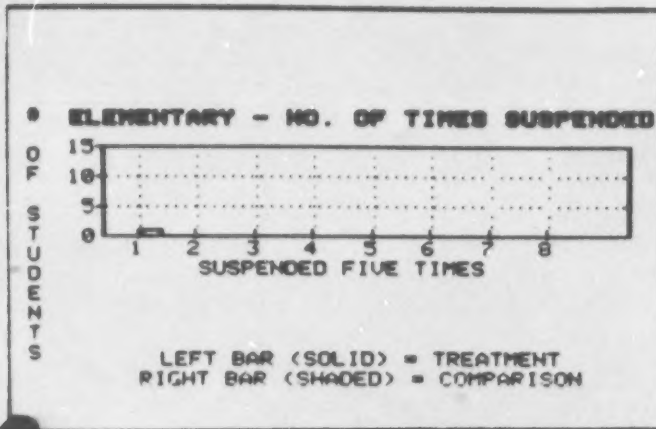
ELEMENTARY

JR. HIGH

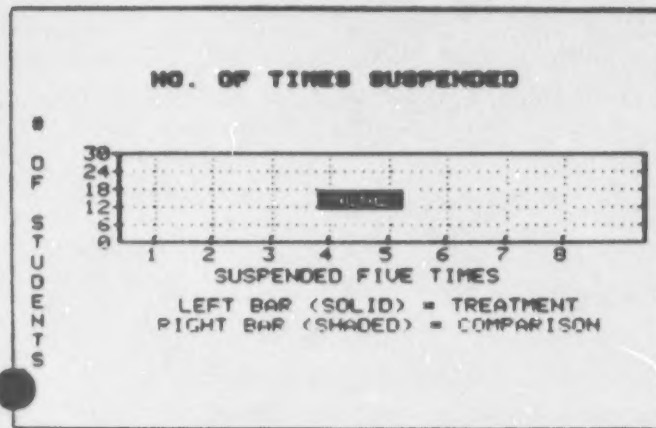
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=PIRINO 8=INDOCHINESE

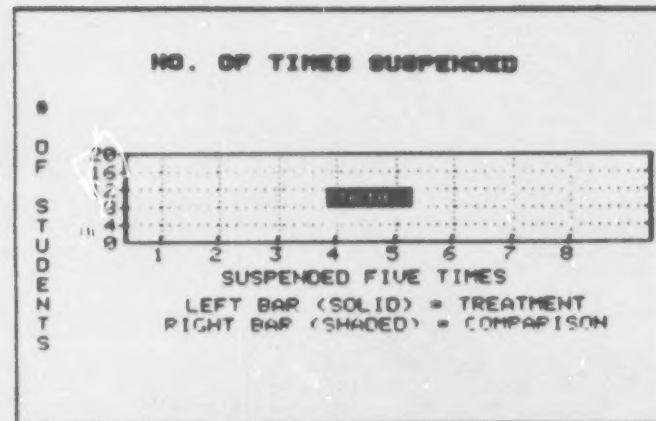
NUMBER OF TIMES SUSPENDED



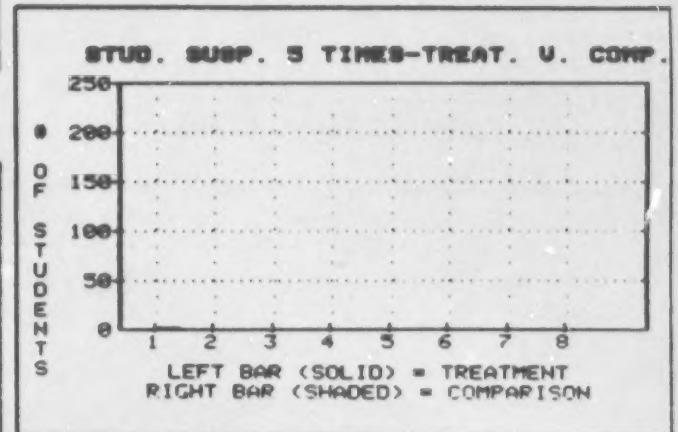
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

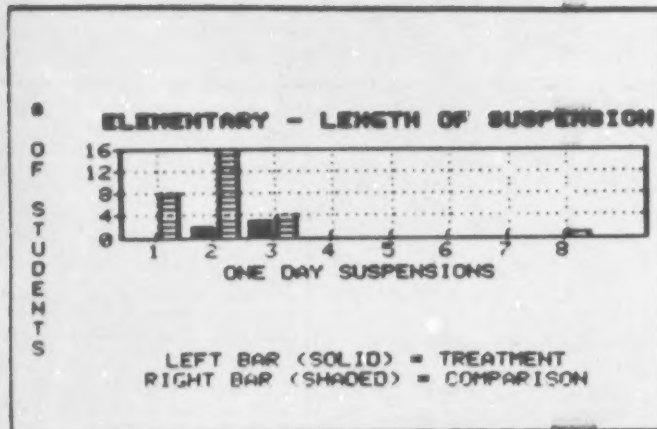
ELEMENTARY

JR. HIGH

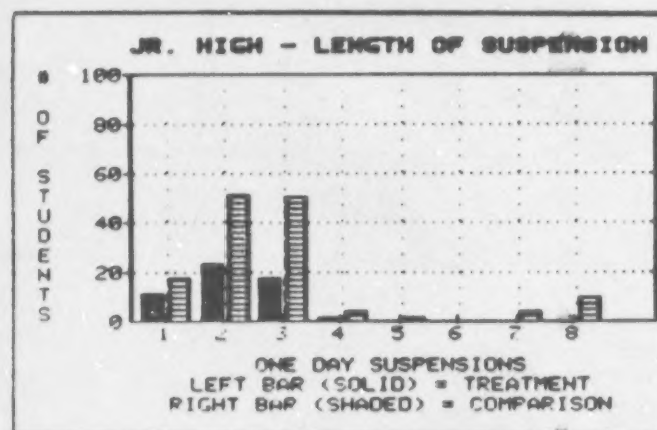
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

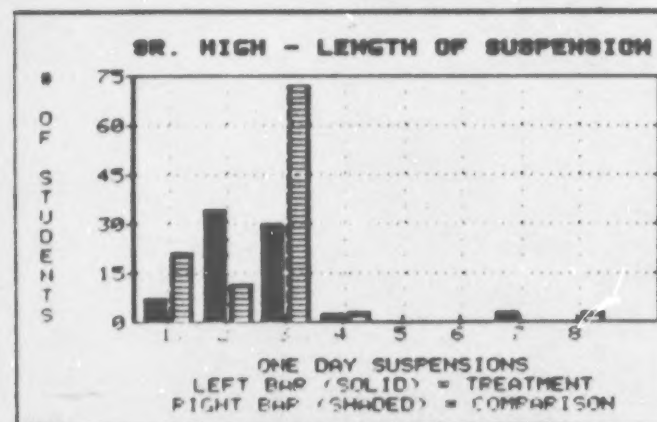
LENGTH OF SUSPENSION



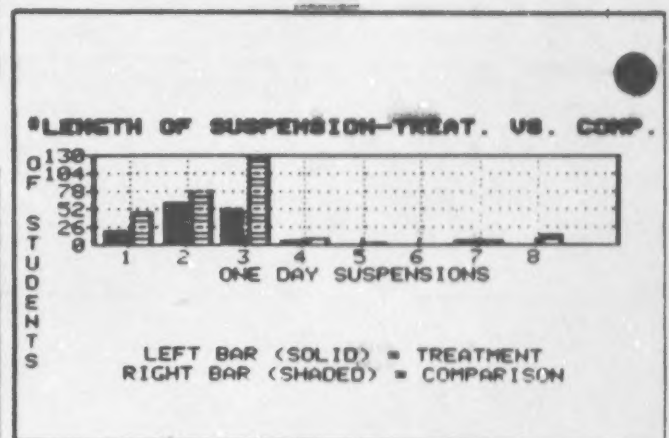
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

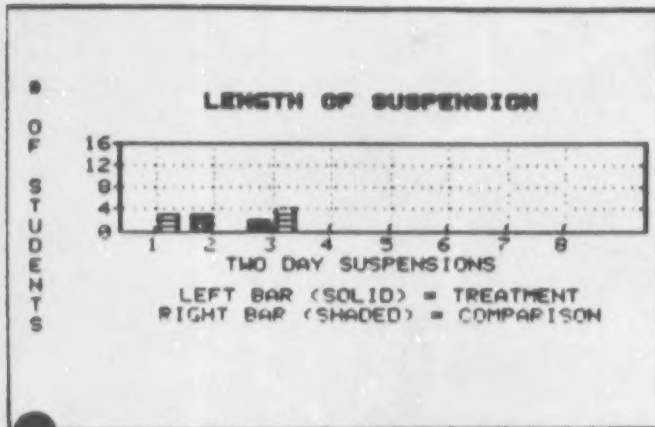
ELEMENTARY

JR. HIGH

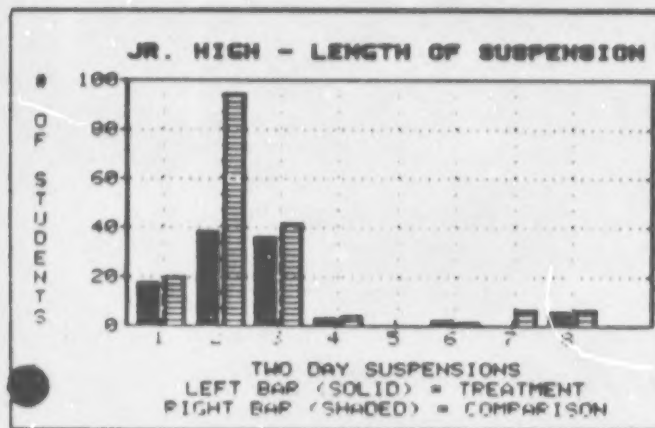
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

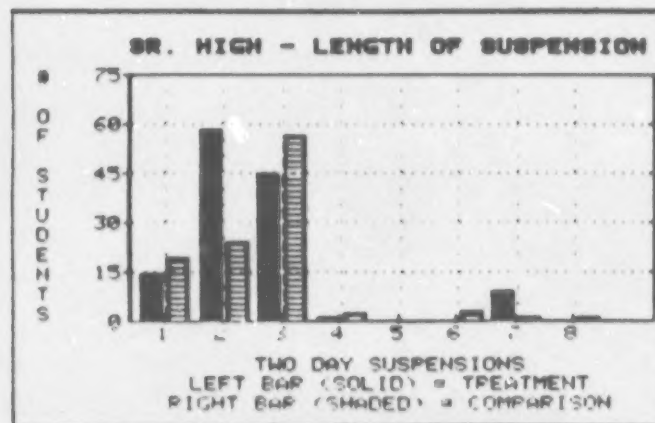
LENGTH OF SUSPENSION



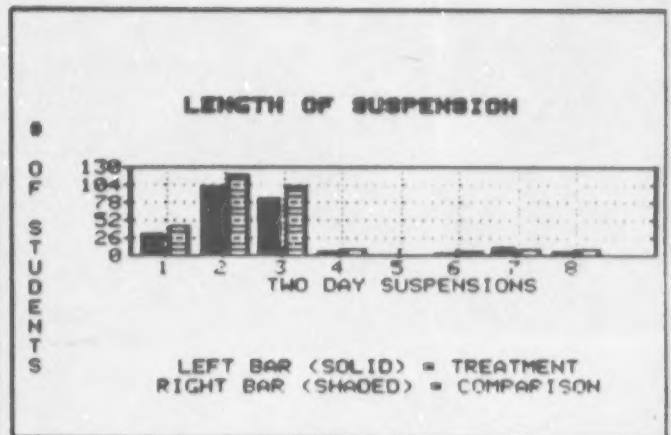
TOTAL ELEMENTARY



TOTAL JR. HIGH



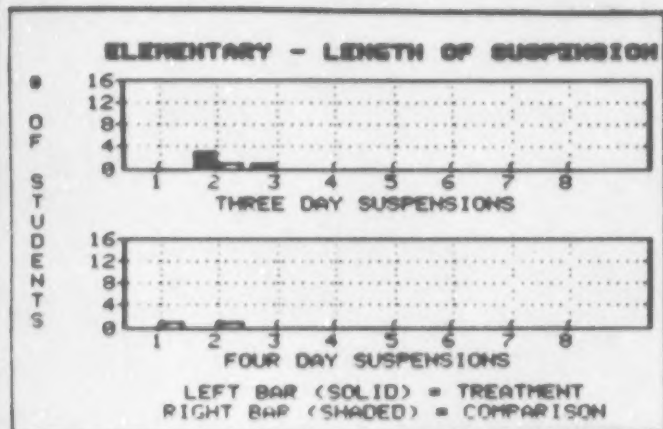
TOTAL SR. HIGH



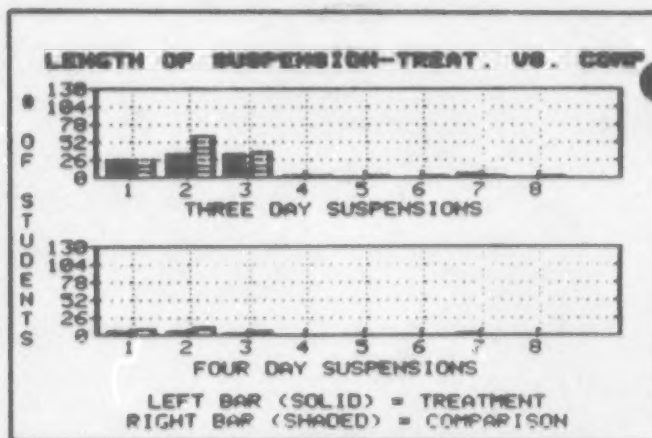
TOTAL ELEMENTARY JR. HIGH SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FIIPINO 8=INDOCHINESE

LENGTH OF SUSPENSION



TOTAL ELEMENTARY

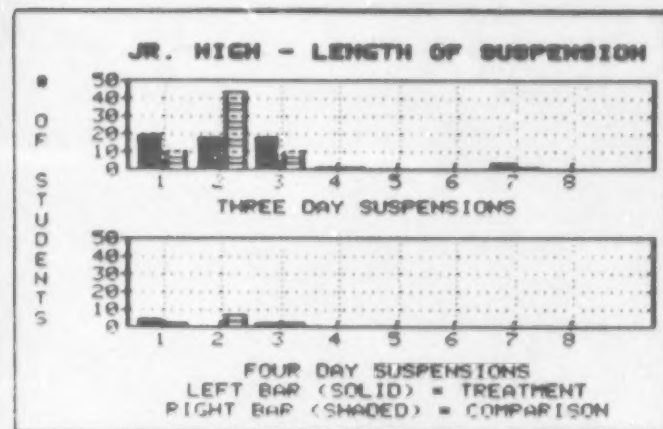


TOTAL

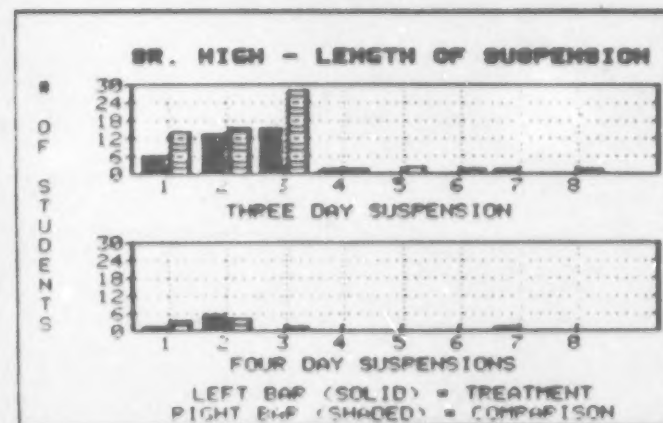
ELEMENTARY

JR. HIGH

SR. HIGH



TOTAL JR. HIGH

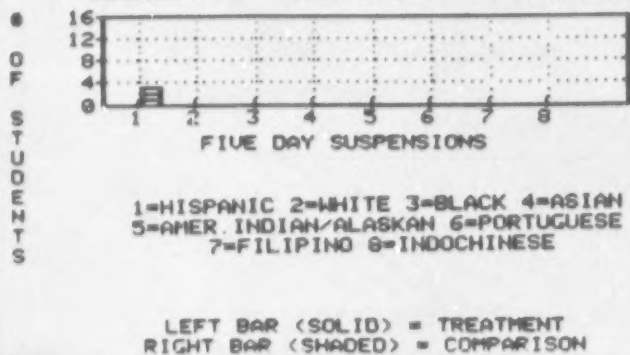


TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

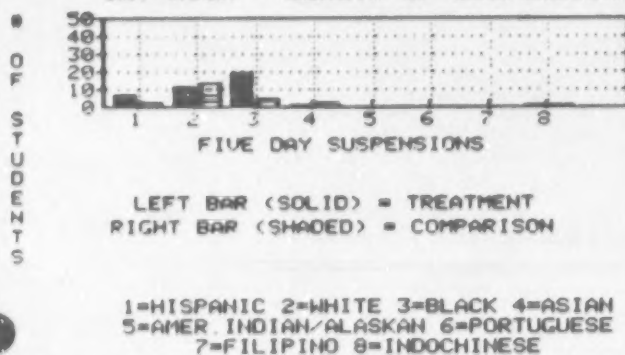
LENGTH OF SUSPENSION

ELEMENTARY - LENGTH OF SUSPENSION



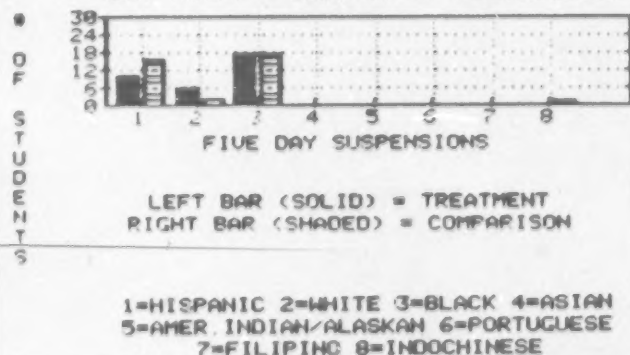
TOTAL ELEMENTARY

JR. HIGH - LENGTH OF SUSPENSION



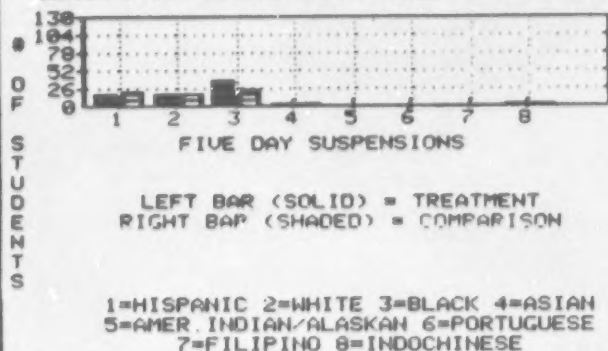
TOTAL JR. HIGH

SR. HIGH - LENGTH OF SUSPENSION



TOTAL SR. HIGH

LENGTH OF SUSPENSION-TREAT. VS. COMP.



TOTAL

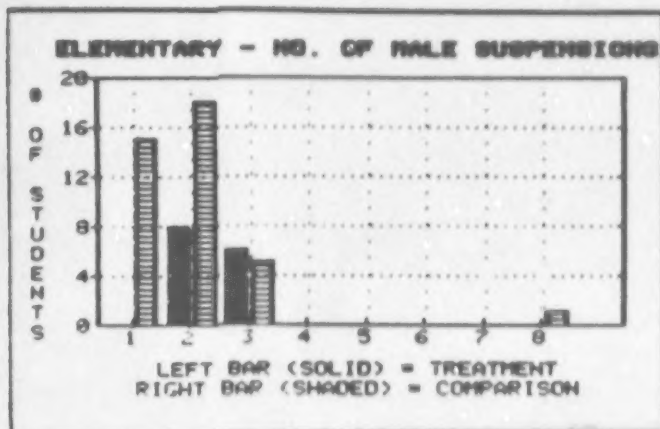
ELEMENTARY

JR. HIGH

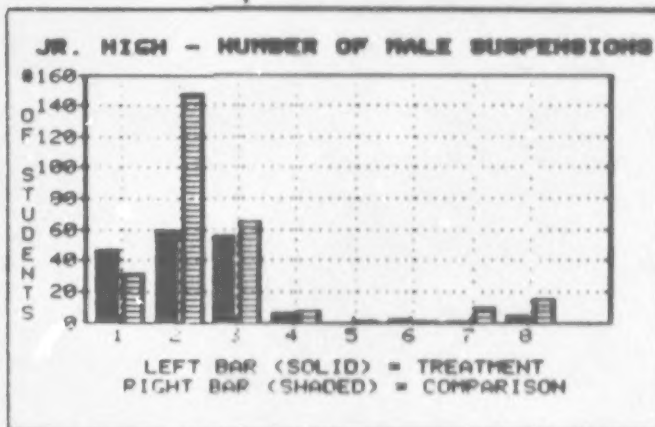
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

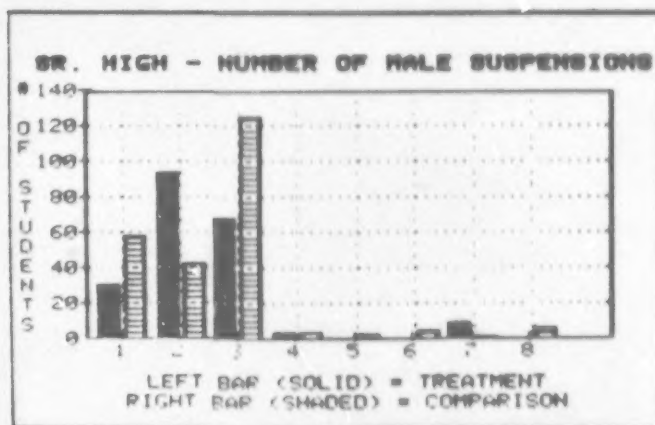
SUSPENSIONS MALE



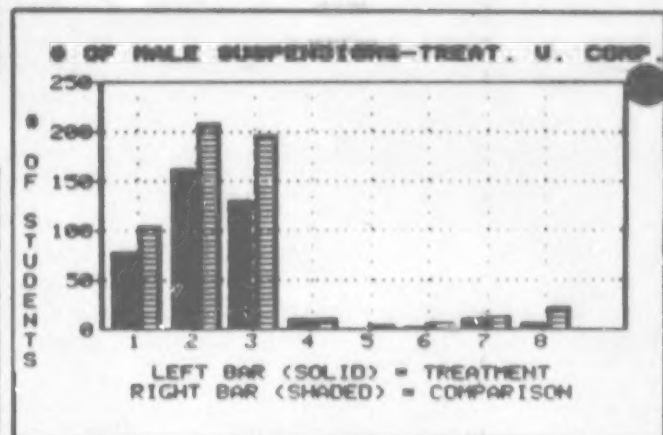
TOTAL ELEMENTARY



TOTAL JR. HIGH



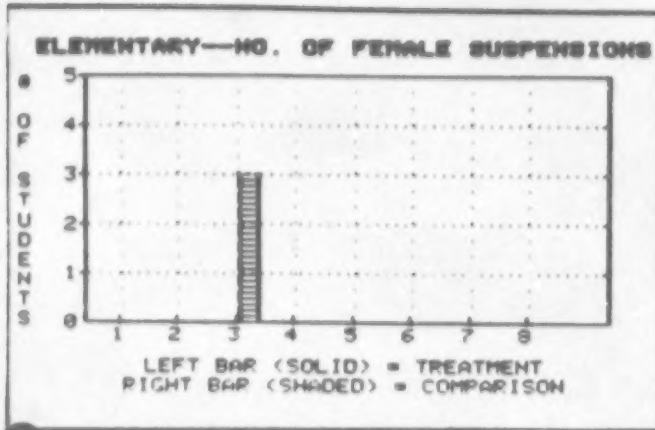
TOTAL SR. HIGH



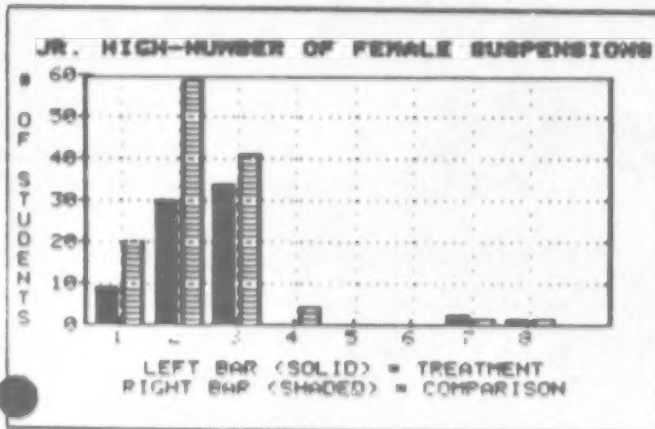
TOTAL ELEMENTARY JR. HIGH SR. HIGH

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORUGUESE
7-FILIPINO 8-INDOCHINESE

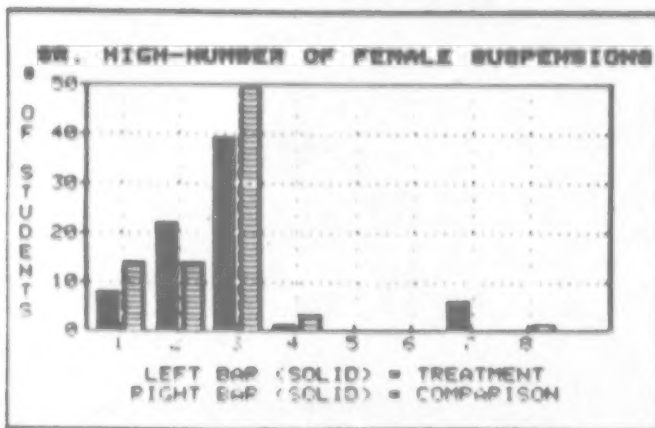
SUSPENSIONS FEMALE



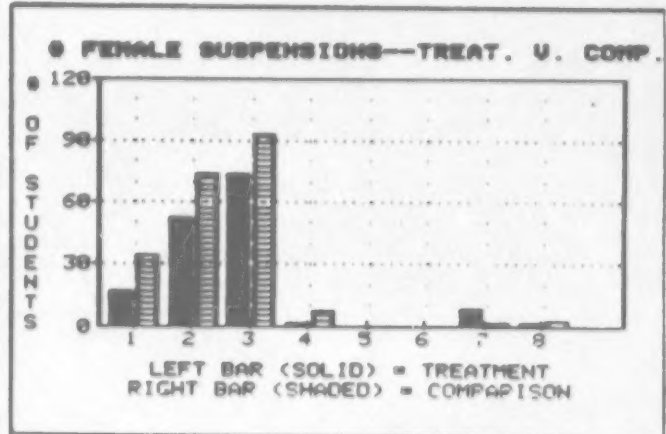
TOTAL ELEMENTARY



TOTAL JR. HIGH



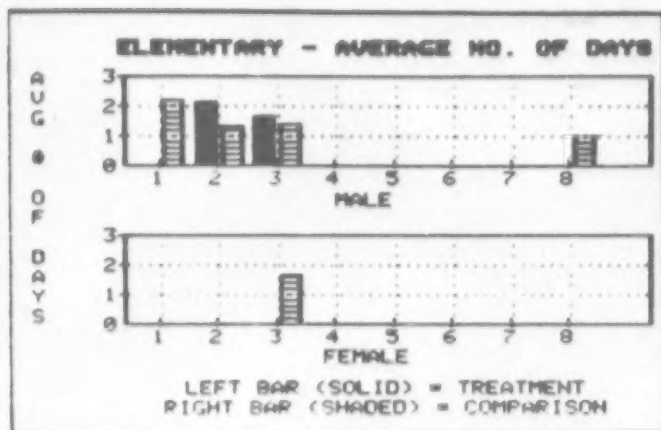
TOTAL SR. HIGH



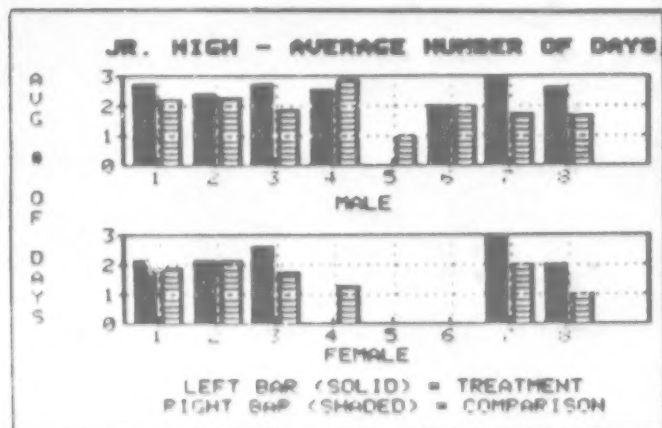
TOTAL ELEMENTARY JR. HIGH SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

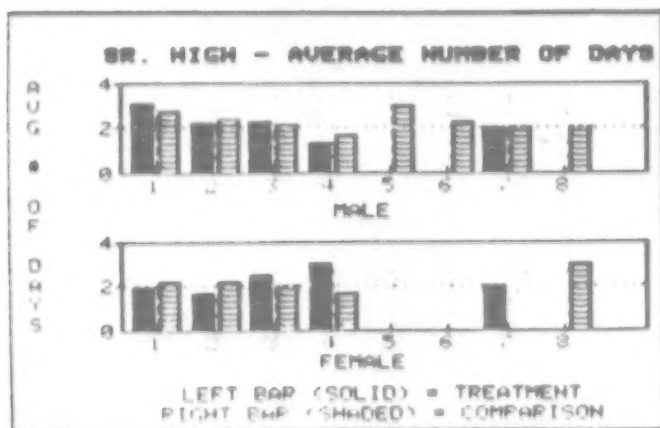
AVERAGE NUMBER OF DAYS MALE/FEMALE



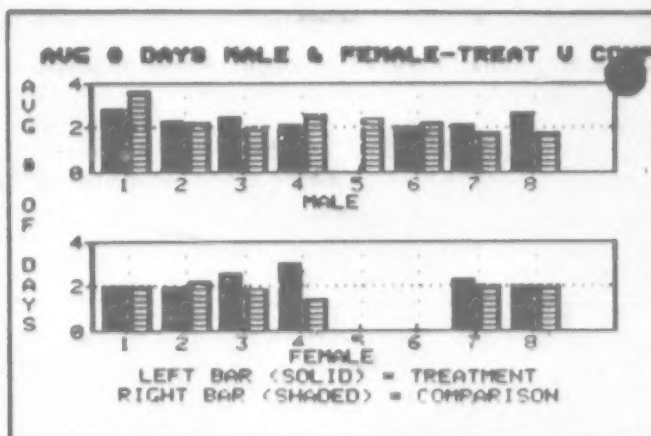
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY

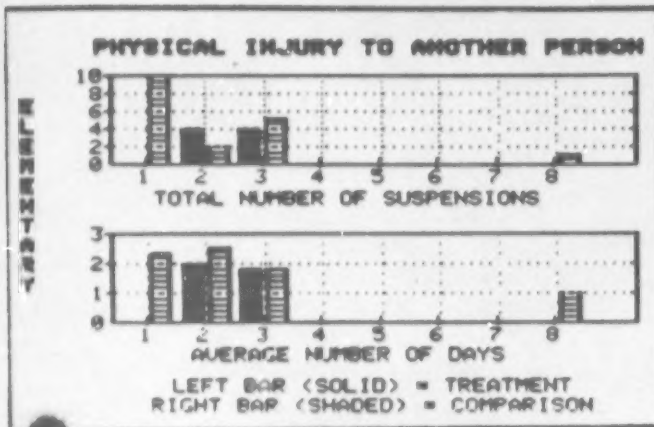
JR. HIGH

SR. HIGH

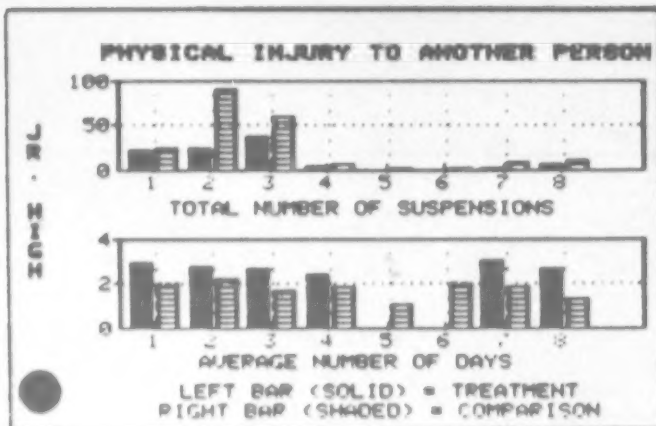
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FIIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

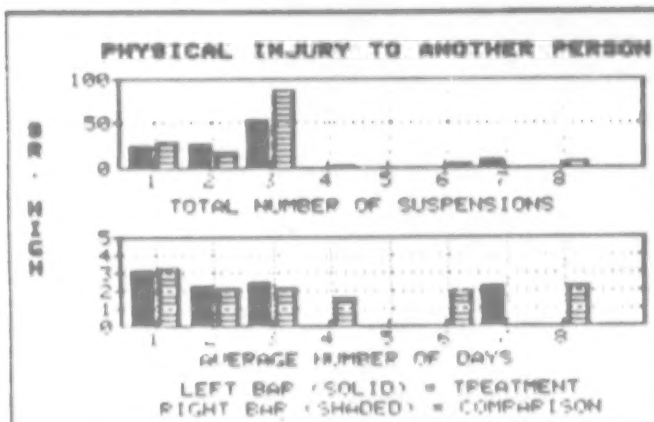
PHYSICAL INJURY TO ANOTHER PERSON



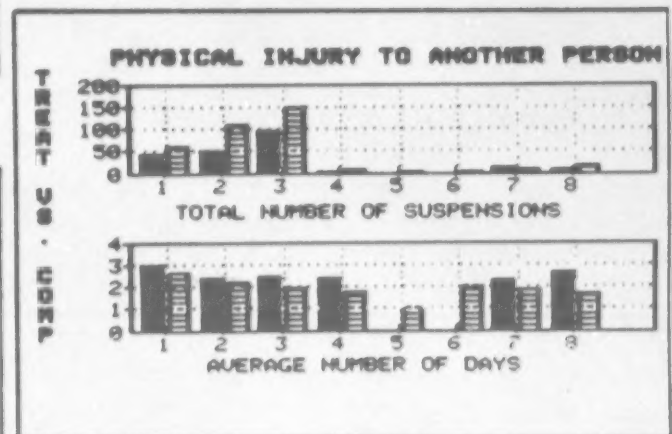
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH

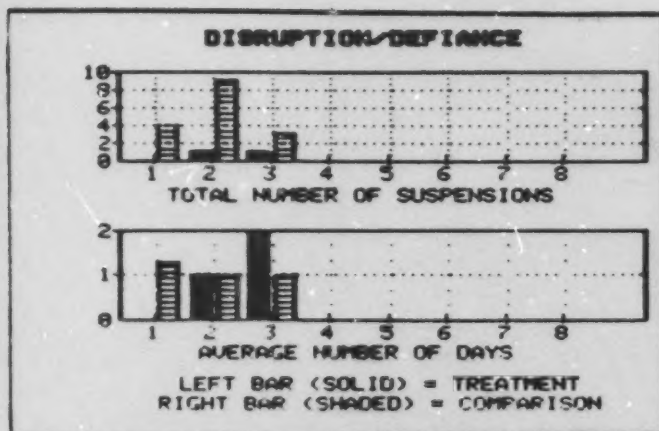


TOTAL ELEMENTARY JR. HIGH SR. HIGH

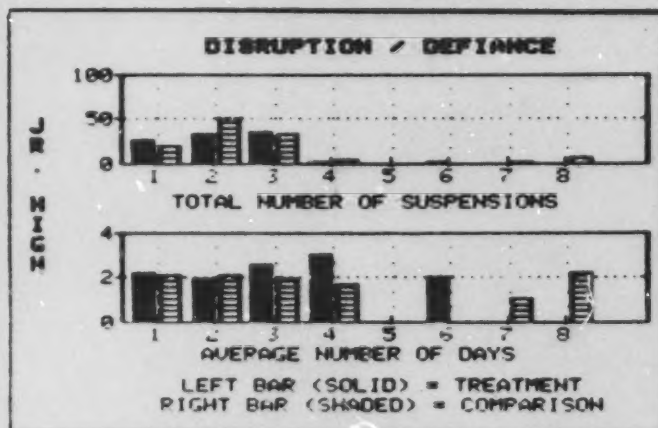
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

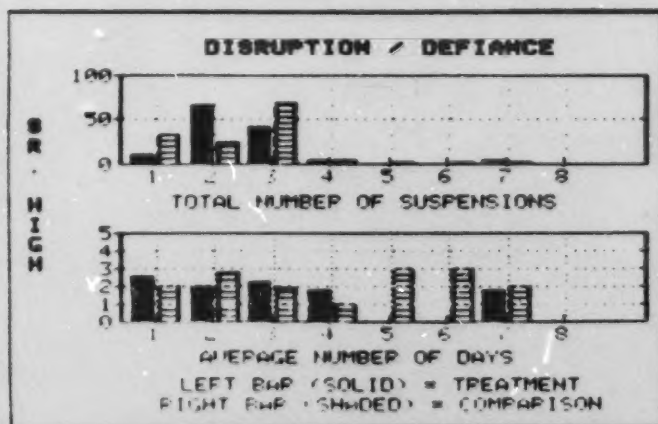
DISRUPTION / DEFIANCE



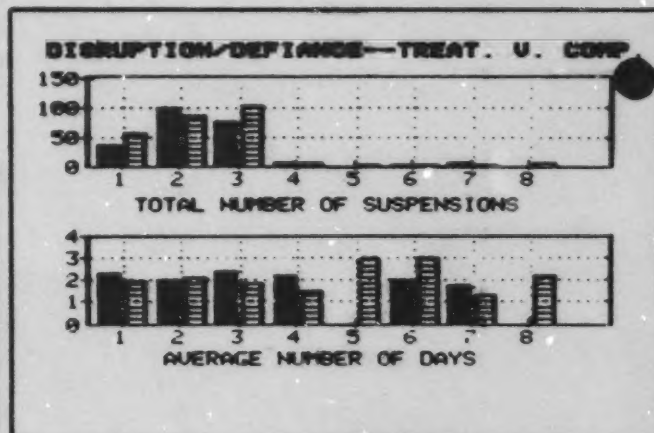
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



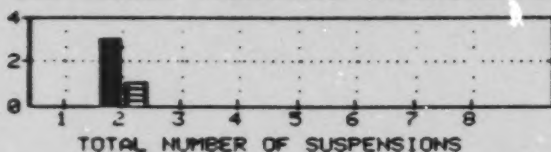
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

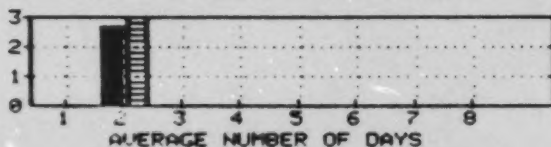
CONTROLLED SUBSTANCE/INTOXICATION

ELEMENTARY

CONTROLLED SUBSTANCE/INTOXICATION



TOTAL NUMBER OF SUSPENSIONS



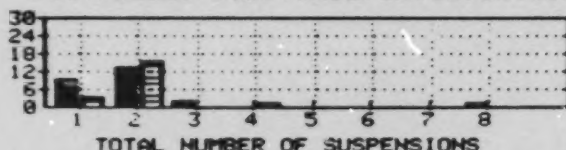
AVERAGE NUMBER OF DAYS

LEFT BAR (SOLID) = TREATMENT
RIGHT BAR (SHADED) = COMPARISON

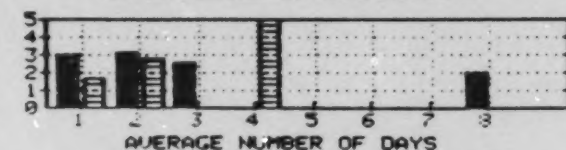
TOTAL ELEMENTARY

JR. HIGH

CONTROLLED SUBSTANCE/INTOXICATION



TOTAL NUMBER OF SUSPENSIONS



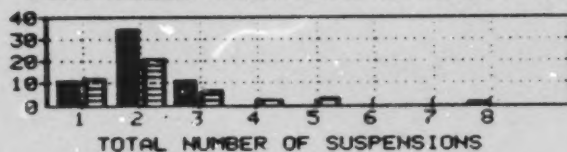
AVERAGE NUMBER OF DAYS

LEFT BAR (SOLID) = TREATMENT
RIGHT BAR (SHADED) = COMPARISON

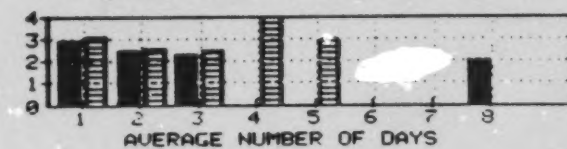
TOTAL JR. HIGH

TREAT US - COEA

CONTROLLED SUBSTANCE/INTOXICATION



TOTAL NUMBER OF SUSPENSIONS



AVERAGE NUMBER OF DAYS

TOTAL

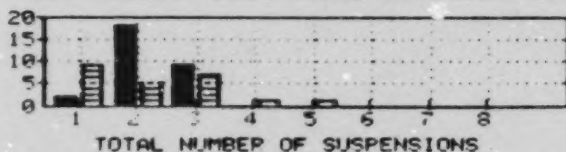
ELEMENTARY

JR. HIGH

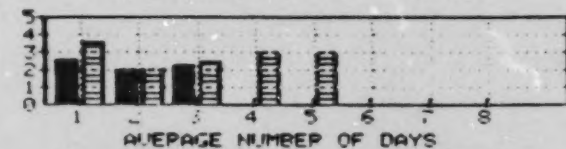
SR. HIGH

SR. HIGH

CONTROLLED SUBSTANCE/INTOXICATION



TOTAL NUMBER OF SUSPENSIONS



AVERAGE NUMBER OF DAYS

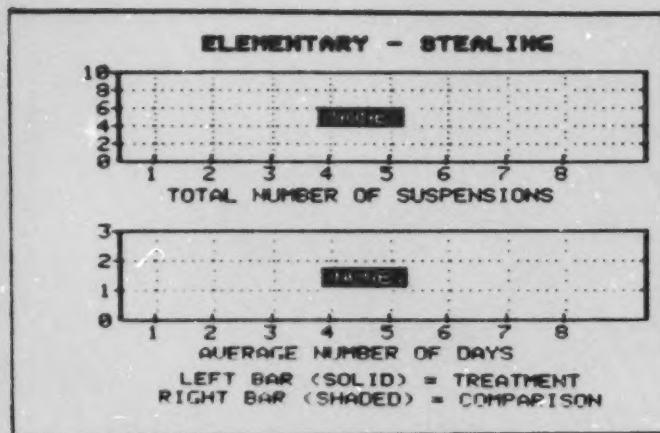
LEFT BAR (SOLID) = TREATMENT
RIGHT BAR (SHADED) = COMPARISON

TOTAL SR. HIGH

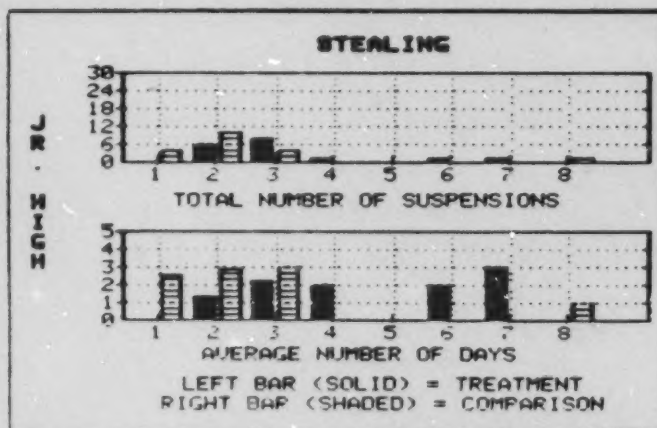
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

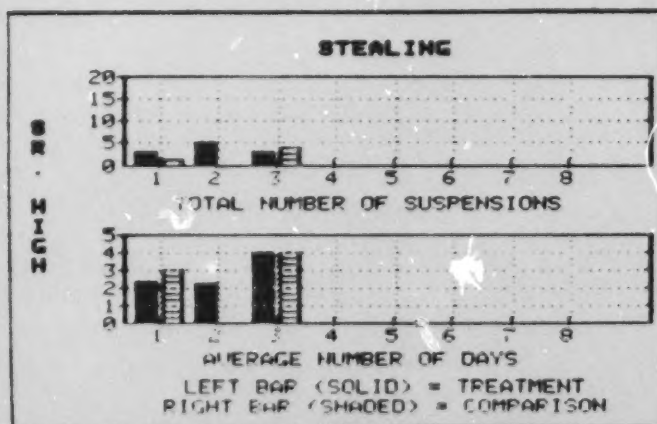
STEALING



TOTAL ELEMENTARY

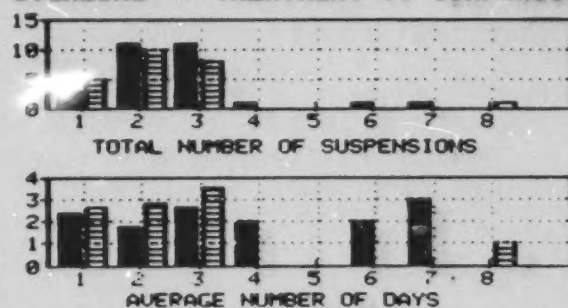


TOTAL JR. HIGH



TOTAL SR. HIGH

STEALING -- TREATMENT V. COMPARISON

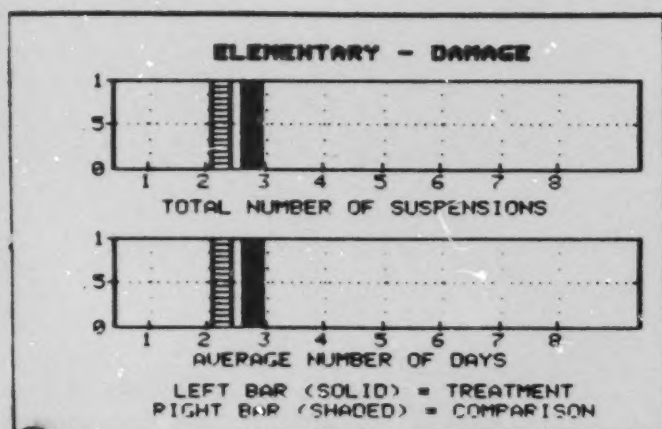


TOTAL ELEMENTARY JR. HIGH SR. HIGH

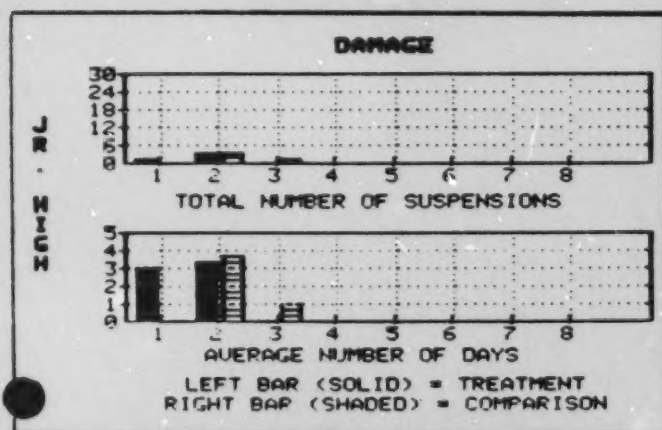
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FIIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

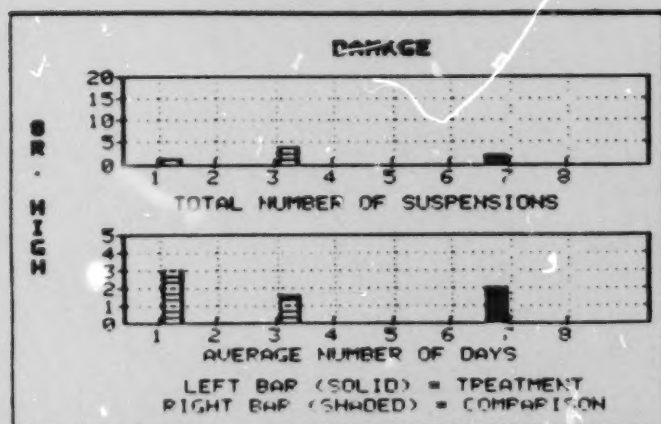
DAMAGE



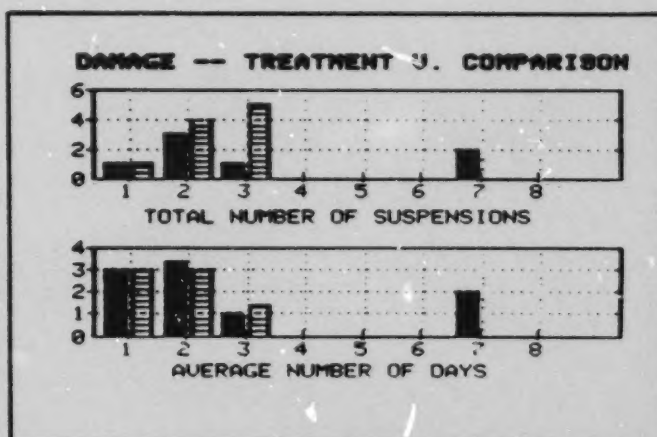
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY

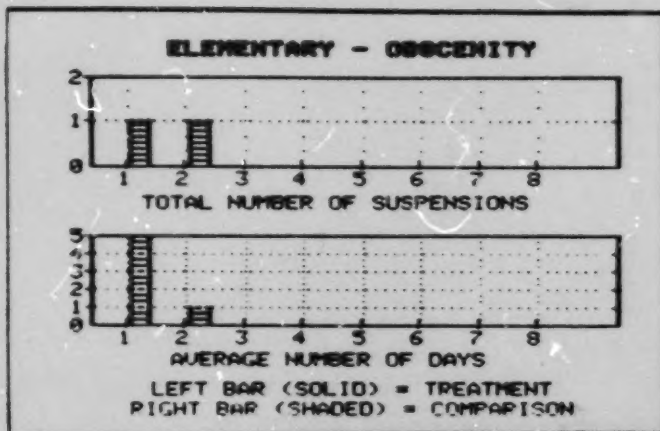
JR. HIGH

SR. HIGH

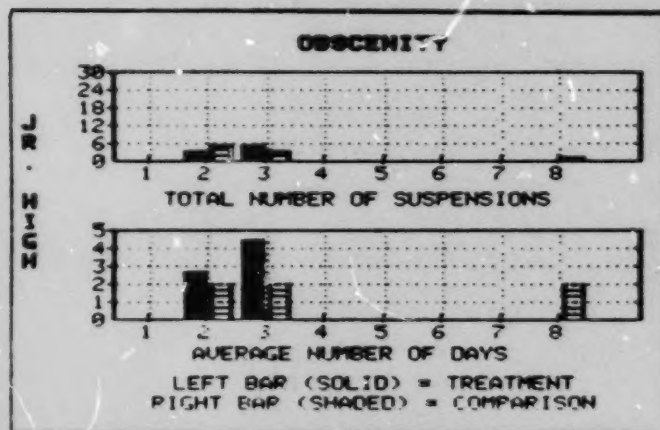
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

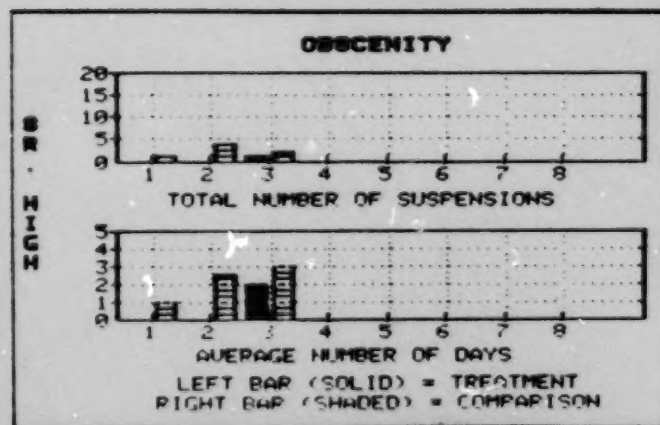
OBSCENITY



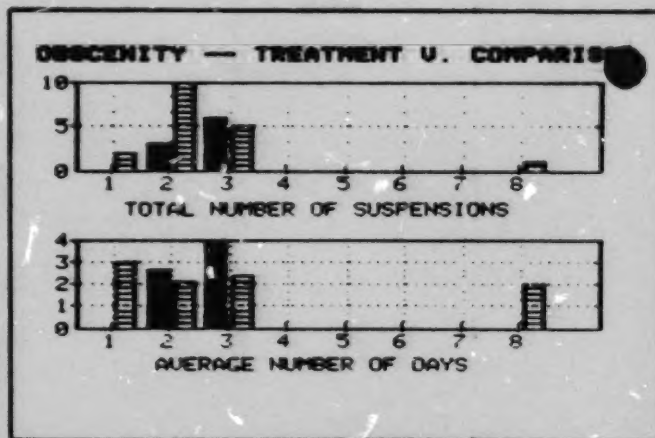
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH

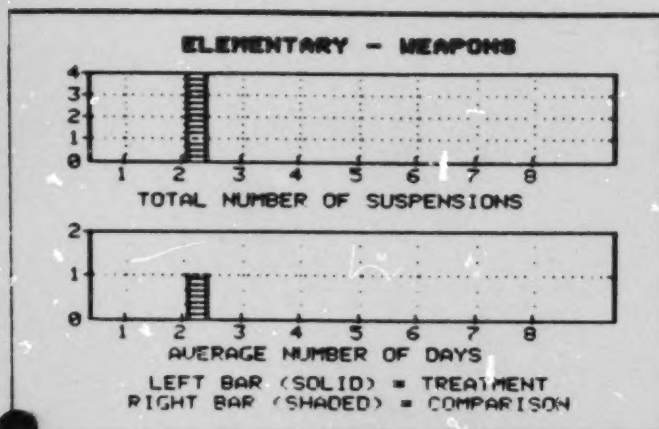


TOTAL ELEMENTARY JR. HIGH SR. HIGH

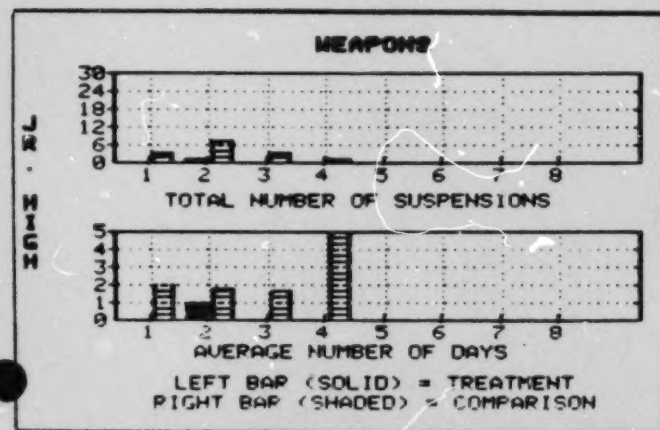
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

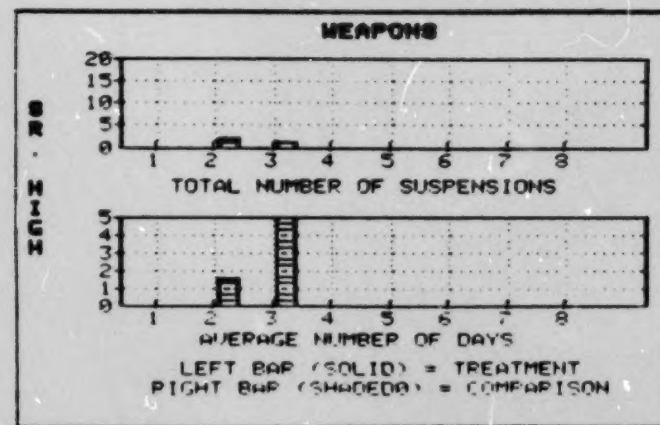
WEAPONS



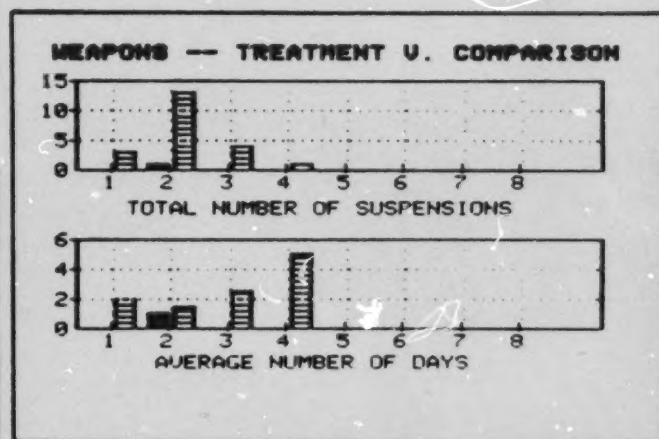
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY

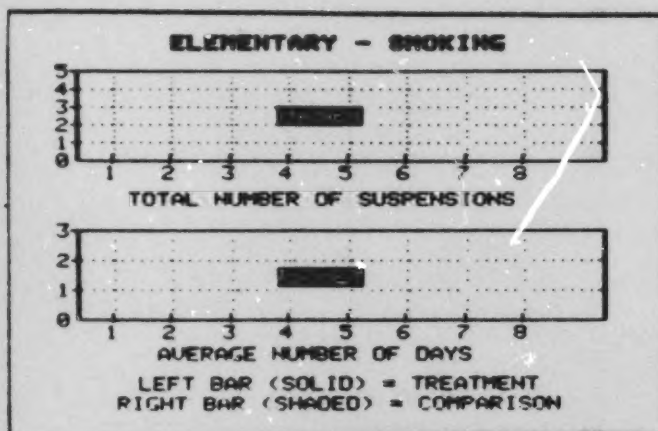
JR. HIGH

SR. HIGH

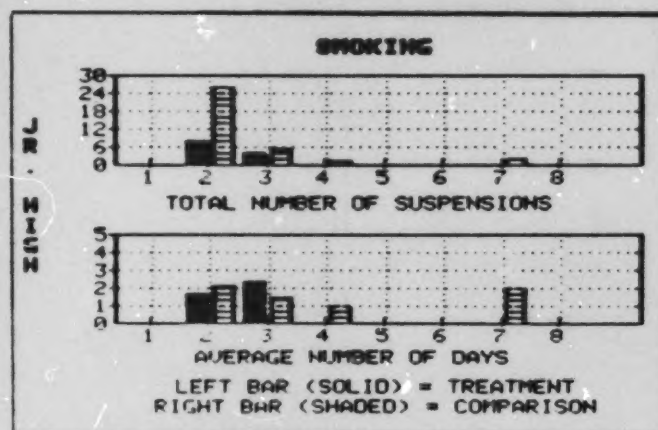
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

REASON FOR SUSPENSION

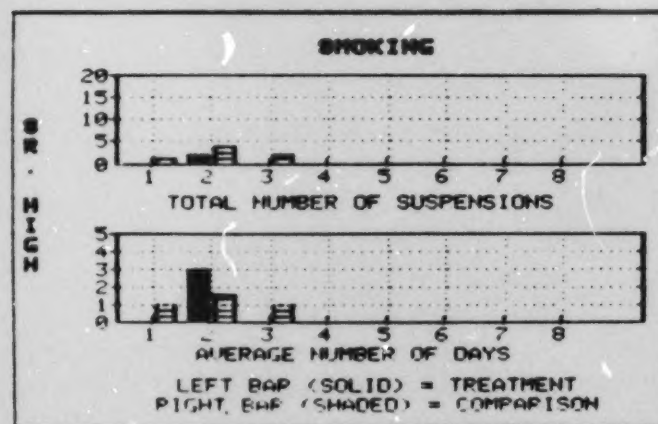
SMOKING



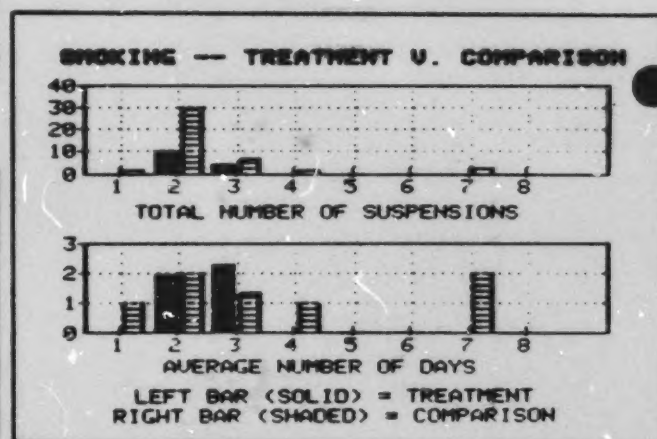
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

ELEMENTARY

JR. HIGH

SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

APPENDIX H

SUSPENSIONS: SUMMARY TABLES

GRAND TOTALS
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	3569	15	170	16.2	232	17.7	2.49
White	2	12583	52.9	413	39.3	494	37.7	2.16
Black	3	4032	16.9	385	36.6	491	37.4	2.14
Asian/Pac. Isl.	4	732	3.1	22	2.1	27	2.1	2.11
Amer. Indian/Alask.	5	63	.3	3	.3	3	.2	2.33
Portuguese	6	118	.5	6	.6	7	.5	2.14
Filipino	7	1187	5	26	2.5	29	2.2	2
Indochinese	8	1508	6.3	25	2.4	29	2.2	1.89

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	137	16	9	6	1	1
White	2	346	56	8	3	0	0
Black	3	304	58	21	2	0	0
Asian/Pac. Isl.	4	19	2	0	1	0	0
Amer. Indian/Alask.	5	3	0	0	0	0	0
Portuguese	6	5	1	0	0	0	0
Filipino	7	24	1	1	0	0	0
Indochinese	8	21	4	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	64	73	48	11	36
White	2	137	217	92	16	32
Black	3	176	184	70	5	56
Asian/Pac. Isl.	4	10	10	4	0	3
Amer. Indian/Alask.	5	1	0	2	0	0
Portuguese	6	0	6	1	0	0
Filipino	7	7	16	5	1	0
Indochinese	8	13	12	1	0	3

GRAND TOTALS
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	181	2.63	51	1.98
White	2	369	2.2	125	2.06
Black	3	325	2.14	166	2.14
Asian/Pac. Isl.	4	19	2.31	8	1.62
Amer. Indian/Alask.	5	3	2.33	0	0
Portuguese	6	7	2.14	0	0
Filipino	7	20	1.9	9	2.22
Indochinese	8	26	1.88	3	2

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	104	2.75	89	2.06	23	3
White	2	162	2.25	182	2.04	55	2.5
Black	3	243	2.12	179	2.04	18	2.33
Asian/Pac. Isl.	4	10	1.9	12	1.83	2	4
Amer. Indian/Alask.	5	1	1	1	3	1	3
Portuguese	6	4	2	2	2.5	0	0
Filipino	7	17	2.11	7	1.57	0	0
Indochinese	8	21	2.85	5	2.2	1	2

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	8	2.5	2	3	2	3
White	2	21	2.23	7	3.14	13	2.23
Black	3	19	3	6	1.33	11	3.27
Asian/Pac. Isl.	4	1	2	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	1	2	0	0	0	0
Filipino	7	1	3	2	2	0	0
Indochinese	8	1	1	0	0	1	2

G R A N D T O T A L S
(Elementary, Junior High, and Senior High)

REASON FOR SUSPENSION

Ethnicity	Ethnic Code	Weapons		Smoking	
		N	Avg. Days	N	Avg. Days
Hispanic	1	3	2	1	1
White	2	14	1.42	40	1.75
Black	3	4	2.5	11	1.63
Asian/Pac. Isl.	4	1	5	1	1
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	2	2
Indochinese	8	0	0	0	0

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TOTAL TREATMENT
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	1456	11.8	71	16.6	94	17.3	2.68
White	2	6779	55.2	174	40.6	213	39.1	2.16
Black	3	2201	17.9	151	35.4	203	37.2	2.45
Asian/Pac. Isl.	4	403	3.3	9	2.1	10	1.8	2.2
Amer. Indian/Alask.	5	21	.2	0	.0	0	.0	0
Portuguese	6	15	.1	1	.2	2	.4	2
Filipino	7	869	7.1	15	3.5	17	3.1	2.17
Indochinese	8	541	4.4	6	1.4	6	1.1	2.5

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	58	5	6	2	0	0
White	2	143	25	4	2	0	0
Black	3	111	29	10	1	0	0
Asian/Pac. Isl.	4	8	1	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	1	0	0	0	0
Filipino	7	14	0	1	0	0	0
Indochinese	8	6	0	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	18	31	24	5	16
White	2	59	99	33	5	17
Black	3	50	83	33	2	35
Asian/Pac. Isl.	4	3	4	2	0	1
Amer. Indian/Alask.	5	0	0	0	0	0
Portuguese	6	0	2	0	0	0
Filipino	7	3	9	4	1	0
Indochinese	8	0	5	0	0	1

TOTAL TREATMENT
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	77	2.83	17	2
White	2	161	2.23	52	1.94
Black	3	130	2.41	73	2.52
Asian/Pac. Isl.	4	9	2.11	1	3
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	2	2	0	0
Filipino	7	9	2.11	8	2.25
Indochinese	8	5	2.6	1	2

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	44	2.95	35	2.28	11	2.9
White	2	53	2.39	98	1.96	34	2.47
Black	3	94	2.46	76	2.34	11	2.27
Asian/Pac. Isl.	4	3	2.33	6	2.16	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	1	2	0	0
Filipino	7	10	2.3	4	1.75	0	0
Indochinese	8	5	2.6	0	0	1	2

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	3	2.33	1	3	0	0
White	2	11	1.72	3	3.33	3	2.66
Black	3	11	2.63	1	1	6	4
Asian/Pac. Isl.	4	1	2	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	1	2	0	0	0	0
Filipino	7	1	3	2	2	0	0
Indochinese	8	0	0	0	0	0	0

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TOTAL TREATMENT
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	77	2.83	17	2
White	2	161	2.23	52	1.94
Black	3	130	2.41	73	2.52
Asian/Pac. Isl.	4	9	2.11	1	3
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	2	2	0	0
Filipino	7	9	2.11	8	2.25
Indochinese	8	5	2.6	1	2

Ethnicity	Ethnic Code	REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	44	2.95	35	2.28	11	2.9
White	2	53	2.39	98	1.96	34	2.47
Black	3	94	2.46	76	2.34	11	2.27
Asian/Pac. Isl.	4	3	2.33	6	2.16	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	1	2	0	0
Filipino	7	10	2.3	4	1.75	0	0
Indochinese	8	5	2.6	0	0	1	2

Ethnicity	Ethnic Code	REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	3	2.33	1	3	0	0
White	2	11	1.72	3	3.33	3	2.66
Black	3	11	2.63	1	1	6	4
Asian/Pac. Isl.	4	1	2	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	1	2	0	0	0	0
Filipino	7	1	3	2	2	0	0
Indochinese	8	0	0	0	0	0	0

TOTAL TREATMENT
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		N	Weapons Avg. Days	N	Smoking Avg. Days
Hispanic	1	0	0	0	0
White	2	1	1	10	1.9
Black	3	0	0	4	2.25
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

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TOTAL COMPARISON
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	2113	18.4	79	.2	138	18	2.36
White	2	5804	50.4	239	15.9	281	36.6	2.17
Black	3	1831	15.9	234	38.4	288	37.5	1.93
Asian/Pac. Isl.	4	329	2.8	13	37.6	17	2.2	2.05
Amer. Indian/Alask.	5	42	.4	3	2.1	3	.4	2.33
Portuguese	6	103	.9	5	.5	5	.7	2.2
Filipino	7	318	2.8	11	.8	12	1.6	1.75
Indochinese	8	967	8.4	19	3	23	3	1.73

		NUMBER OF TIMES SUSPENDED					
		One Time N	Two Times N	Three Times N	Four Times N	Five Times N	Six Times N
Hispanic	1	79	11	3	4	1	1
White	2	203	31	4	1	0	0
Black	3	193	29	11	1	0	0
Asian/Pac. Isl.	4	11	1	0	1	0	0
Amer. Indian/Alask.	5	3	0	0	0	0	0
Portuguese	6	5	0	0	0	0	0
Filipino	7	10	1	0	0	0	0
Indochinese	8	15	4	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension N	2 Day Suspension N	3 Day Suspension N	4 Day Suspension N	5 Day Suspension N
Hispanic	1	46	42	24	6	20
White	2	78	118	59	11	15
Black	3	126	101	37	3	21
Asian/Pac. Isl.	4	7	6	2	0	2
Amer. Indian/Alask.	5	1	0	2	0	0
Portuguese	6	0	4	1	0	0
Filipino	7	4	7	1	0	0
Indochinese	8	13	7	1	0	2

TOTAL COMPARISON
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		N	Male Avg. Days	N	Female Avg. Days
Hispanic	1	104	3.63	34	1.97
White	2	206	2.17	73	2.15
Black	3	195	1.96	93	1.84
Asian/Pac. Isl.	4	10	2.5	7	1.42
Amer. Indian/Alask.	5	3	2.33	0	0
Portuguese	6	5	2.2	0	0
Filipino	7	11	1.72	1	2
Indochinese	8	21	1.71	2	2

		REASON FOR SUSPENSION						
		Physical Injury To Another		Disruption/ Defiance		Controlled Substance/ Intoxication		
		N	Avg. Days	N	Avg. Days	N	Avg. Days	
II-H	Hispanic	1	60	2.6	54	1.92	12	3.08
	White	2	109	2.18	84	2.13	21	2.57
	Black	3	149	1.91	103	1.82	7	2.42
	Asian/Pac. Isl.	4	7	1.71	6	1.5	2	4
	Amer. Indian/Alask.	5	1	1	1	3	3	3
	Portuguese	6	4	2	1	3	0	0
	Filipino	7	7	1.85	3	1.33	0	0
	Indochinese	8	16	1.62	5	2.2	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	5	2.6	1	3	2	3
White	2	10	2.8	4	3	10	2.1
Black	3	8	3.5	5	1.4	5	2.4
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	1	1	0	0	1	2

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TOTAL COMPARISON
(Elementary, Junior High, and Senior High)

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		N	Weapons Avg. Days	N	Smoking Avg. Days
Hispanic	1	3	2	1	1
White	2	13	1.46	30	1.96
Black	3	4	2.5	7	1.28
Asian/Pac. Isl.	4	1	5	1	1
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	2	2
Indochinese	8	0	0	0	0

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TOTAL ELEMENTARY
(Treatment and Comparison)

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	1421	22.5	11	23.4	15	26.8	2.2
White	2	3020	47.7	23	48.9	26	46.4	1.53
Black	3	857	13.6	12	25.6	14	25	1.57
Asian/Pac. Isl.	4	196	3.1	0	0	0	0	0
Amer. Indian/Alask.	5	14	.2	0	0	0	0	0
Portuguese	6	14	.2	0	0	0	0	0
Filipino	7	226	3.6	0	0	0	0	0
Indochinese	8	576	9.1	1	2.1	1	1.8	1

NUMBER OF TIMES SUSPENDED

		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	10	0	0	0	1	0
White	2	20	3	0	0	0	0
Black	3	10	2	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

NUMBER OF DAYS SUSPENDED

		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	8	3	0	1	3
White	2	18	3	4	1	0
Black	3	7	6	1	0	0
Asian/Pac. Isl.	4	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0
Portuguese	6	0	0	0	0	0
Filipino	7	0	0	0	0	0
Indochinese	8	1	0	0	0	0

TOTAL ELEMENTARY
(Treatment and Comparison)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	15	2.2	0	0
White	2	26	1.53	0	0
Black	3	11	1.54	3	1.66
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	1	1	0	0

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	10	2.3	4	1.25	0	0
White	2	6	2.16	10	1	4	2.75
Black	3	9	1.77	4	1.25	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	1	1	0	0	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0	1	5
White	2	0	0	1	1	1	1
Black	3	0	0	1	1	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

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TOTAL ELEMENTARY
(Treatment and Comparison)

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		Weapons		Smoking	
		N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0
White	2	4	1	0	0
Black	3	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

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ELEMENTARY - TREATMENT

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	314	10.3	0	0	0	0	0
White	2	1610	52.6	7	58.3	8	57.1	2.12
Black	3	623	20.4	5	41.7	6	42.9	1.66
Asian/Pac. Isl.	4	96	3.1	0	0	0	0	0
Amer. Indian/Alask.	5	3	.1	0	0	0	0	0
Portuguese	6	6	.2	0	0	0	0	0
Filipino	7	176	5.8	0	0	0	0	0
Indochinese	8	231	7.5	0	0	0	0	0

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N ₁	N	N ₃	N ₄	N	N ₆
Hispanic	1	0	0	0	0	0	0
White	2	6	1	0	0	0	0
Black	3	4	1	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	0	0	0	0	0
White	2	2	3	3	0	0
Black	3	3	2	1	0	0
Asian/Pac. Isl.	4	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0
Portuguese	6	0	0	0	0	0
Filipino	7	0	0	0	0	0
Indochinese	8	0	0	0	0	0

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ELEMENTARY - TREATMENT

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0
White	2	8	2.12	0	0
Black	3	6	1.66	0	0
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0	0	0
White	2	4	2	1	1	3	2.66
Black	3	4	1.75	1	2	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0	0	0
White	2	0	0	0	0	0	0
Black	3	0	0	1	1	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

ELEMENTARY - TREATMENT

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		N	Weapons Avg. Days	N	Smoking Avg. Days
Hispanic	1	0	0	0	0
White	2	0	0	0	0
Black	3	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

H-18

322

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ELEMENTARY - COMPARISON

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	1107	33.9	11	31.4	15	35.7	2.2
White	2	1410	43.2	16	45.7	18	42.9	1.27
Black	3	234	7.2	7	20	8	19	1.5
Asian/Pac. Isl.	4	100	3.1	0	0	0	0	0
Amer. Indian/Alask.	5	11	.3	0	0	0	0	0
Portuguese	6	8	.2	0	0	0	0	0
Filipino	7	50	1.5	0	0	0	0	0
Indochinese	8	345	10.6	1	2.9	1	2.4	1

NUMBER OF TIMES SUSPENDED

		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	10	0	0	0	1	0
White	2	14	2	0	0	0	0
Black	3	6	1	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	1	0	0	0	0	0

NUMBER OF DAYS SUSPENDED

		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	8	3	0	1	3
White	2	16	0	1	1	0
Black	3	4	4	0	0	0
Asian/Pac. Isl.	4	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0
Portuguese	6	0	0	0	0	0
Filipino	7	0	0	0	0	0
Indochinese	8	1	0	0	0	0

ELEMENTARY - COMPARISON

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		N	Male Avg. Days	N	Female Avg. Days
Hispanic	1	15	2.2	0	0
White	2	18	1.27	0	0
Black	3	5	1.4	3	1.66
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	1	1	0	0

H-20

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/ Defiance		Controlled Substance/ Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	10	2.3	4	1.25	0	0
White	2	2	2.5	9	1	1	3
Black	3	5	1.8	3	1	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	1	1	0	0	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0	1	5
White	2	0	0	1	1	1	1
Black	3	0	0	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

ELEMENTARY - COMPARISON

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		N	Weapons Avg. Days	N	Smoking Avg. Days
Hispanic	1	0	0	0	0
White	2	4	1	0	0
Black	3	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

H-21

TOTAL JUNIOR HIGH
(Treatment and Comparison)

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	953	11.7	78	15.3	107	16.3	2.33
White	2	4851	59.7	239	46.8	296	45.1	2.23
Black	3	951	11.7	148	29	196	30	2.16
Asian/Pac. Isl.	4	246	3	12	2.3	17	2.6	2.35
Amer. Indian/Alask.	5	31	.4	1	.2	1	.2	1
Portuguese	6	16	.2	2	.4	3	.4	2
Filipino	7	426	5.3	13	2.5	14	2.1	2
Indochinese	8	647	8	18	3.5	22	3.3	1.86

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	62	8	5	2	0	1
White	2	193	38	5	3	0	0
Black	3	114	22	10	2	0	0
Asian/Pac. Isl.	4	9	2	0	1	0	0
Amer. Indian/Alask.	5	1	0	0	0	0	0
Portuguese	6	1	1	0	0	0	0
Filipino	7	12	1	0	0	0	0
Indochinese	8	14	4	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	28	37	28	6	8
White	2	74	132	60	6	24
Black	3	67	77	26	4	22
Asian/Pac. Isl.	4	5	7	2	0	3
Amer. Indian/Alask.	5	1	0	0	0	0
Portuguese	6	0	3	0	0	0
Filipino	7	4	6	4	0	0
Indochinese	8	9	11	0	0	2

TOTAL JUNIOR HIGH
(Treatment and Comparison)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	78	2.48	29	1.93
White	2	207	2.28	89	2.13
Black	3	121	2.21	75	2.09
Asian/Pac. Isl.	4	13	2.69	4	1.25
Amer. Indian/Alask.	5	1	1	0	0
Portuguese	6	3	2	0	0
Filipino	7	11	1.81	3	2.66
Indochinese	8	20	1.9	2	1.5

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	44	2.4	43	2.16	12	2.66
White	2	113	2.3	83	2.01	28	2.89
Black	3	95	2.04	66	2.22	2	2.5
Asian/Pac. Isl.	4	8	2	5	2.2	1	5
Amer. Indian/Alask.	5	1	1	0	0	0	0
Portuguese	6	1	2	1	2	0	0
Filipino	7	9	2.11	2	1	0	0
Indochinese	8	14	1.78	5	2.2	1	2

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	4	2.5	1	3	0	0
White	2	16	2.25	6	3.5	8	2.25
Black	3	12	2.41	1	1	8	3.5
Asian/Pac. Isl.	4	1	2	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	1	2	0	0	0	0
Filipino	7	1	3	0	0	0	0
Indochinese	8	1	1	0	0	1	2

TOTAL JUNIOR HIGH
(Treatment and Comparison)

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		Weapons		Smoking	
		N	Avg. Days	N	Avg. Days
Hispanic	1	3	2	0	0
White	2	8	1.62	34	1.94
Black	3	3	1.66	9	1.77
Asian/Pac. Isl.	4	1	5	1	1
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	2	2
Indochinese	8	0	0	0	0

H-24

JUNIOR HIGH - TREATMENT

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	514	13.4	37	20.3	56	22.2	2.58
White	2	2263	59.2	69	37.9	89	35.3	2.3
Black	3	445	11.6	61	33.5	90	35.7	2.64
Asian/Pac. Isl.	4	118	3.1	5	2.7	6	2.4	2.5
Amer. Indian/Alask.	5	13	.3	0	0	0	0	0
Portuguese	6	5	.1	1	.6	2	.8	2
Filipino	7	181	4.8	3	1.7	3	1.2	3
Indochinese	8	286	7.5	6	3.3	6	2.4	2.5

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	27	3	5	2	0	0
White	2	54	12	1	2	0	0
Black	3	41	12	7	1	0	0
Asian/Pac. Isl.	4	4	1	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	1	0	0	0	0
Filipino	7	3	0	0	0	0	0
Indochinese	8	6	0	0	0	0	0

H-25

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	11	17	18	4	6
White	2	23	38	17	0	11
Black	3	17	36	17	2	18
Asian/Pac. Isl.	4	1	3	1	0	1
Amer. Indian/Alask.	5	0	0	0	0	0
Portuguese	6	0	2	0	0	0
Filipino	7	0	0	3	0	0
Indochinese	8	0	5	0	0	1

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	47	2.68	9	2.11
White	2	59	2.38	30	2.13
Black	3	56	2.67	34	2.58
Asian/Pac. Isl.	4	6	2.5	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	2	2	0	0
Filipino	7	1	3	2	3
Indochinese	8	5	2.6	1	2

Ethnicity	Ethnic Code	REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	21	2.85	25	2.2	9	3
White	2	23	2.73	32	1.93	13	3.07
Black	3	37	2.64	34	2.55	2	2.5
Asian/Pac. Isl.	4	3	2.33	2	3	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	1	2	0	0
Filipino	7	2	3	0	0	0	0
Indochinese	8	5	2.6	0	0	1	2

H-26

Ethnicity	Ethnic Code	REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	1	3	0	0
White	2	6	1.33	3	3.33	3	2.66
Black	3	8	2.12	0	0	5	4.4
Asian/Pac. Isl.	4	1	2	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	1	2	0	0	0	0
Filipino	7	1	3	0	0	0	0
Indochinese	8	0	0	0	0	0	0

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JUNIOR HIGH - TREATMENT

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		Weapons		Smoking	
		N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0
White	2	1	1	8	1.62
Black	3	0	0	4	2.25
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

H-27

JUNIOR HIGH - COMPARISON

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	439	10.2	41	12.5	51	12.6	2.05
White	2	2588	60.2	170	51.7	207	51.2	2.2
Black	3	506	11.8	87	26.5	106	26.2	1.76
Asian/Pac. Isl.	4	128	3	7	2.1	11	2.7	2.27
Amer. Indian/Alask.	5	18	.4	1	.3	1	.3	1
Portuguese	6	11	.2	1	.3	1	.3	2
Filipino	7	245	5.7	10	3	11	2.7	1.72
Indochinese	8	361	8.5	12	3.6	16	4	1.62

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	35	5	0	0	0	1
White	2	139	26	4	1	0	0
Black	3	73	10	3	1	0	0
Asian/Pac. Isl.	4	5	1	0	1	0	0
Amer. Indian/Alask.	5	1	0	0	0	0	0
Portuguese	6	1	0	0	0	0	0
Filipino	7	9	1	0	0	0	0
Indochinese	8	8	4	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	17	20	10	2	2
White	2	51	94	43	6	13
Black	3	50	41	9	2	4
Asian/Pac. Isl.	4	4	4	1	0	2
Amer. Indian/Alask.	5	1	0	0	0	0
Portuguese	6	0	1	0	0	0
Filipino	7	4	6	1	0	0
Indochinese	8	9	6	0	0	1

JUNIOR HIGH - COMPARISON

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	31	2.19	20	1.85
White	2	148	2.23	59	2.13
Black	3	65	1.81	41	1.68
Asian/Pac. Isl.	4	7	2.85	4	1.25
Amer. Indian/Alask.	5	1	1	0	0
Portuguese	6	1	2	0	0
Filipino	7	10	1.7	1	2
Indochinese	8	15	1.66	1	1

H-29

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	23	2	18	2.11	3	1.66
White	2	90	2.18	51	2.05	15	2.73
Black	3	58	1.65	32	1.87	0	0
Asian/Pac. Isl.	4	5	1.8	3	1.66	1	5
Amer. Indian/Alask.	5	1	1	0	0	0	0
Portuguese	6	1	2	0	0	0	0
Filipino	7	7	1.85	2	1	0	0
Indochinese	8	9	1.33	5	2.2	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	4	2.5	0	0	0	0
White	2	10	2.8	3	3.66	5	2
Black	3	4	3	1	1	3	2
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	1	1	0	0	1	2

JUNIOR HIGH - COMPARISON

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		N	Weapons Avg. Days	N	Smoking Avg. Days
Hispanic	1	3	2	0	0
White	2	7	1.71	26	2.03
Black	3	3	1.66	5	1.4
Asian/Pac. Isl.	4	1	5	1	1
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	2	2
Indochinese	8	0	0	0	0

H-30

TOTAL SENIOR HIGH
(Treatment and Comparison)

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	1195	12.8	81	16.5	110	18.3	2.68
White	2	4712	50.4	151	30.7	172	28.7	2.14
Black	3	2224	23.8	225	45.8	281	46.8	2.16
Asian/Pac. Isl.	4	290	3.1	10	2	10	1.7	1.7
Amer. Indian/Alask.	5	18	.2	2	.4	2	.3	.3
Portuguese	6	88	.9	4	.8	4	.7	2.25
Filipino	7	535	5.7	13	2.6	15	2.5	2
Indochinese	8	285	3.1	6	1.2	6	1	2.16

H-31

		NUMBER OF TIMES SUSPENDED					
		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	65	8	4	4	0	0
White	2	133	15	3	0	0	0
Black	3	180	34	11	0	0	0
Asian/Pac. Isl.	4	10	0	0	0	0	0
Amer. Indian/Alask.	5	2	0	0	0	0	0
Portuguese	6	4	0	0	0	0	0
Filipino	7	12	0	1	0	0	0
Indochinese	8	6	0	0	0	0	0

		NUMBER OF DAYS SUSPENDED				
		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	28	33	20	4	25
White	2	45	82	28	9	8
Black	3	102	101	43	1	34
Asian/Pac. Isl.	4	5	3	2	0	0
Amer. Indian/Alask.	5	0	0	2	0	0
Portuguese	6	0	3	1	0	0
Filipino	7	3	10	1	1	0
Indochinese	8	3	1	1	0	1

(Treatment and Comparison)

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	88	2.84	22	2.04
White	2	136	2.21	36	1.88
Black	3	193	2.13	88	2.2
Asian/Pac. Isl.	4	6	1.5	4	2
Amer.Indian/Alask.	5	2	3	0	0
Portuguese	6	4	2.25	0	0
Filipino	7	9	2	6	2
Indochinese	8	5	2	1	3

H-32

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	50	3.14	42	2.04	11	3.36
White	2	43	2.13	89	2.19	23	2
Black	3	139	2.2	109	1.96	16	2
Asian/Pac. Isl.	4	2	1.5	7	1.57	1	3
Amer.Indian/Alask.	5	0	0	1	3	1	3
Portuguese	6	3	2	1	3	0	0
Filipino	7	8	2.12	5	1.8	0	0
Indochinese	8	6	2.16	0	0	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	4	2.5	1	3	1	1
White	2	5	2.2	0	0	4	2.5
Black	3	7	4	4	1.5	3	2.66
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer.Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	2	2	0	0
Indochinese	8	0	0	0	0	0	0

Ethnicity	Ethnic Code	Weapons		Smoking	
		N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	1	1
White	2	2	1.5	6	2
Black	3	1	5	2	1
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

H-33

SENIOR HIGH - TREATMENT

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days Avg. Days
		N	%	N	%	N	%	
Hispanic	1	628	11.6	34	14.6	38	13.6	2.81
White	2	2906	53.8	98	42.1	116	41.6	2.06
Black	3	1133	21	85	36.5	107	38.4	2.33
Asian/Pac. Isl.	4	189	3.5	4	1.7	4	1.4	1.75
Amer. Indian/Alask.	5	5	.1	0	0	0	0	0
Portuguese	6	4	.1	0	0	0	0	0
Filipino	7	512	9.5	12	5.1	14	5	2
Indochinese	8	24	.4	0	0	0	0	0

H-34	Ethnicity	Ethnic Code	NUMBER OF TIMES SUSPENDED					
			One Time	Two Times	Three Times	Four Times	Five Times	Six Times
			N	N	N	N	N	N
	Hispanic	1	31	2	1	0	0	0
	White	2	83	12	3	0	0	0
	Black	3	66	16	3	0	0	0
	Asian/Pac. Isl.	4	4	0	0	0	0	0
	Amer. Indian/Alask.	5	0	0	0	0	0	0
	Portuguese	6	0	0	0	0	0	0
	Filipino	7	11	0	1	0	0	0
	Indochinese	8	0	0	0	0	0	0

	Ethnicity	Ethnic Code	NUMBER OF DAYS SUSPENDED				
			1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
			N	N	N	N	N
	Hispanic	1	7	14	6	1	10
	White	2	34	58	13	5	6
	Black	3	30	45	15	0	17
	Asian/Pac. Isl.	4	2	1	1	0	0
	Amer. Indian/Alask.	5	0	0	0	0	0
	Portuguese	6	0	0	0	0	0
	Filipino	7	3	9	1	1	0
	Indochinese	8	0	0	0	0	0

SENIOR HIGH - TREATMENT

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	30	3.06	8	1.87
White	2	94	2.14	22	1.68
Black	3	68	2.26	39	2.46
Asian/Pac. Isl.	4	3	1.33	1	3
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	8	2	6	2
Indochinese	8	0	0	0	0

R-35

Ethnicity	Ethnic Code	REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	23	3.04	10	2.5	2	2.5
White	2	26	2.15	65	2	18	2
Black	3	53	2.39	41	2.17	9	2.22
Asian/Pac. Isl.	4	0	0	4	1.75	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	8	2.12	4	1.75	0	0
Indochinese	8	0	0	0	0	0	0

Ethnicity	Ethnic Code	REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	3	2.33	0	0	0	0
White	2	5	2.2	0	0	0	0
Black	3	3	4	0	0	1	2
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	2	2	0	0
Indochinese	8	0	0	0	0	0	0

SENIOR HIGH - TREATMENT

Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		Weapons		Smoking	
		N	Avg. Days	N	Avg. Days
Hispanic	1	0	0	0	0
White	2	0	0	2	3
Black	3	0	0	0	0
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

H-36

SENIOR HIGH - COMPARISON

Ethnicity	Ethnic Code	Total Enrollment		Total Number of Students Suspended		Total Number of Suspensions		Total Average Number of Days
		N	%	N	%	N	%	Avg. Days
Hispanic	1	567	14.4	47	18.1	72	22.4	2.61
White	2	1806	45.8	53	20.5	56	17.5	2.32
Black	3	1091	27.7	140	54.1	174	54.2	2.05
Asian/Pac. Isl.	4	101	2.5	6	2.3	6	1.9	1.66
Amer. Indian/Alask.	5	13	.3	2	.8	2	.6	.3
Portuguese	6	84	2.1	4	1.5	4	1.2	2.25
Filipino	7	23	.6	1	.4	1	.3	.2
Indochinese	8	261	6.6	6	2.5	6	1.9	2.16

H-37

NUMBER OF TIMES SUSPENDED

		One Time	Two Times	Three Times	Four Times	Five Times	Six Times
		N	N	N	N	N	N
Hispanic	1	34	6	3	4	0	0
White	2	50	3	0	0	0	0
Black	3	114	18	8	0	0	0
Asian/Pac. Isl.	4	6	0	0	0	0	0
Amer. Indian/Alask.	5	2	0	0	0	0	0
Portuguese	6	4	0	0	0	0	0
Filipino	7	1	0	0	0	0	0
Indochinese	8	6	0	0	0	0	0

NUMBER OF DAYS SUSPENDED

		1 Day Suspension	2 Day Suspension	3 Day Suspension	4 Day Suspension	5 Day Suspension
		N	N	N	N	N
Hispanic	1	21	19	14	3	15
White	2	11	24	15	4	2
Black	3	72	56	28	1	17
Asian/Pac. Isl.	4	3	2	1	0	0
Amer. Indian/Alask.	5	0	0	2	0	0
Portuguese	6	0	3	1	0	0
Filipino	7	0	1	0	0	0
Indochinese	8	3	1	1	0	1

SENIOR HIGH - COMPARISON

Ethnicity	Ethnic Code	TOTAL SUSPENSIONS			
		Male		Female	
		N	Avg. Days	N	Avg. Days
Hispanic	1	58	2.72	14	2.14
White	2	42	2.35	14	2.21
Black	3	125	2.07	49	2
Asian/Pac. Isl.	4	3	1.66	3	1.66
Amer. Indian/Alask.	5	2	3	0	0
Portuguese	6	4	2.25	0	0
Filipino	7	1	2	0	0
Indochinese	8	5	2	1	3

11-38

		REASON FOR SUSPENSION					
		Physical Injury To Another		Disruption/Defiance		Controlled Substance/Intoxication	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	27	3.22	32	1.9	9	3.55
White	2	17	2.11	24	2.7	5	2
Black	3	86	2.09	68	1.83	7	2.42
Asian/Pac. Isl.	4	2	1.5	3	1	1	3
Amer. Indian/Alask.	5	0	0	1	3	1	3
Portuguese	6	3	2	1	3	0	0
Filipino	7	0	0	1	2	0	0
Indochinese	8	6	2.16	0	0	0	0

		REASON FOR SUSPENSION					
		Stealing		Damage		Obscenity	
		N	Avg. Days	N	Avg. Days	N	Avg. Days
Hispanic	1	1	3	1	3	1	1
White	2	0	0	0	0	4	2.5
Black	3	4	4	4	1.5	2	3
Asian/Pac. Isl.	4	0	0	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0	0	0
Portuguese	6	0	0	0	0	0	0
Filipino	7	0	0	0	0	0	0
Indochinese	8	0	0	0	0	0	0

SENIOR HIGH - COMPARISON

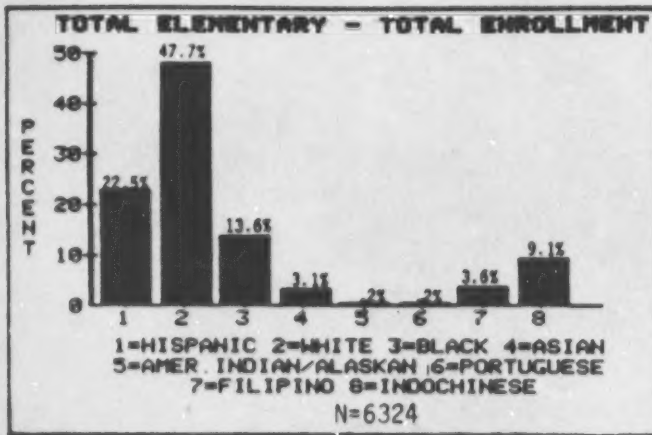
Ethnicity	Ethnic Code	REASON FOR SUSPENSION			
		N	Weapons Avg. Days	N	Smoking Avg. Days
Hispanic	1	0	0	1	1
White	2	2	1.5	4	1.5
Black	3	1	5	2	1
Asian/Pac. Isl.	4	0	0	0	0
Amer. Indian/Alask.	5	0	0	0	0
Portuguese	6	0	0	0	0
Filipino	7	0	0	0	0
Indochinese	8	0	0	0	0

H-39

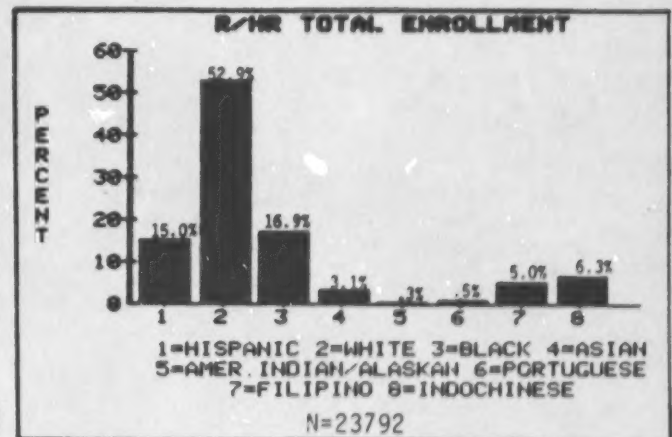
APPENDIX I

SUSPENSIONS: MISCELLANEOUS CHARTS

TOTAL ENROLLMENT

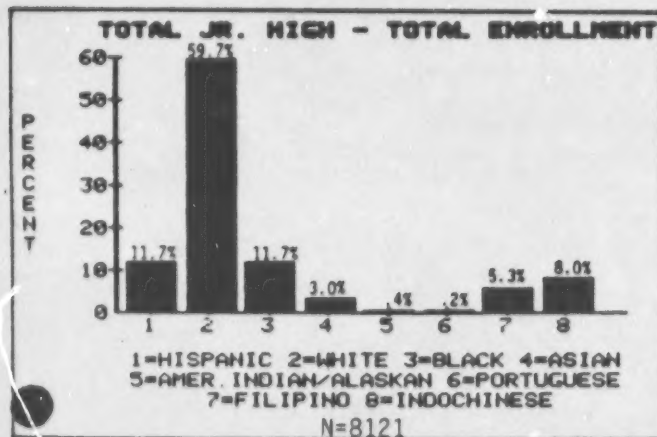


TOTAL ELEMENTARY

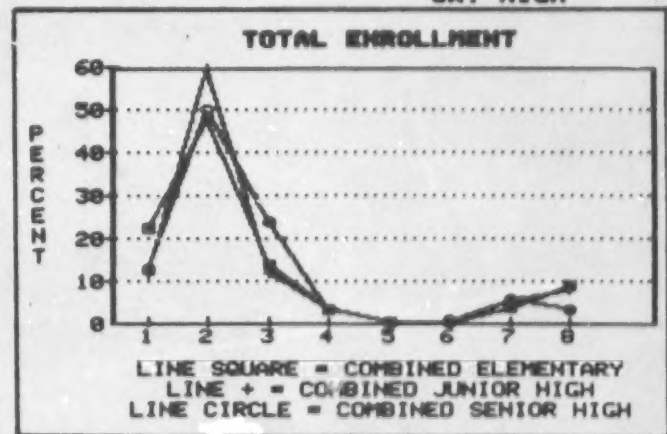


TOTAL

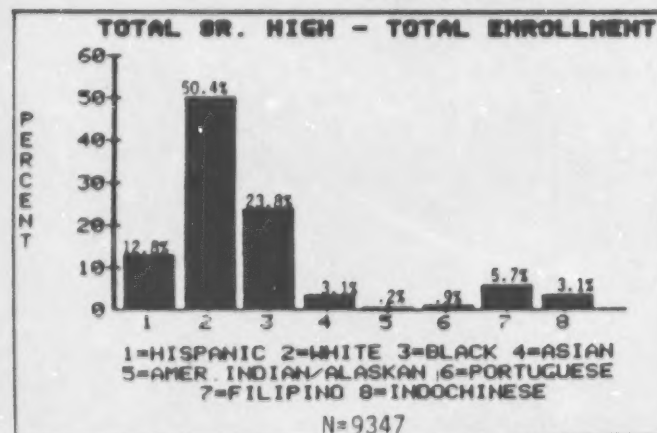
ELEMENTARY JR. HIGH SR. HIGH



TOTAL JR. HIGH



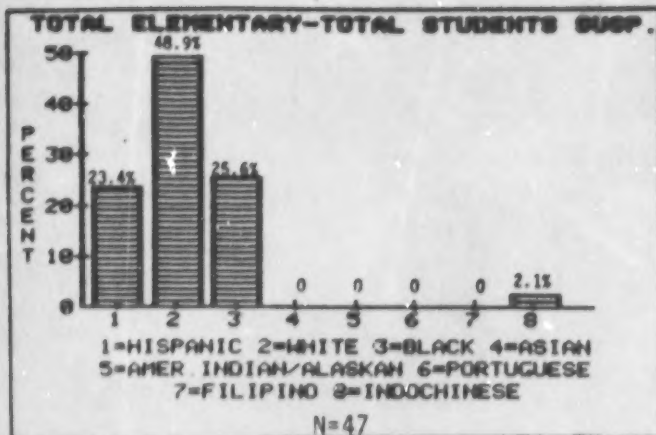
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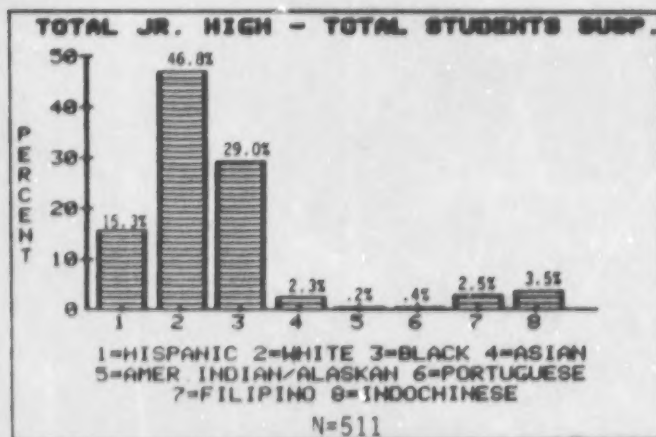
TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

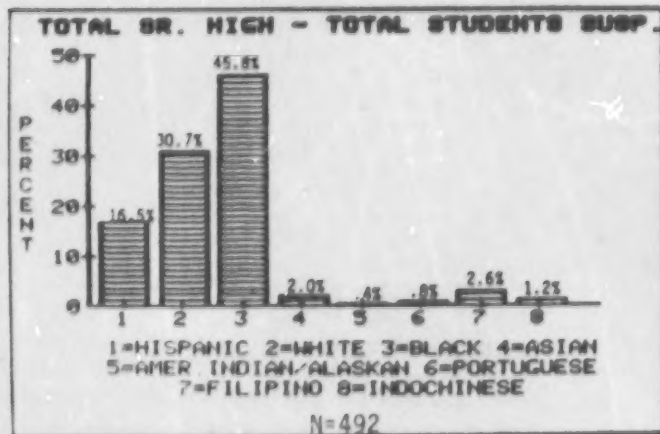
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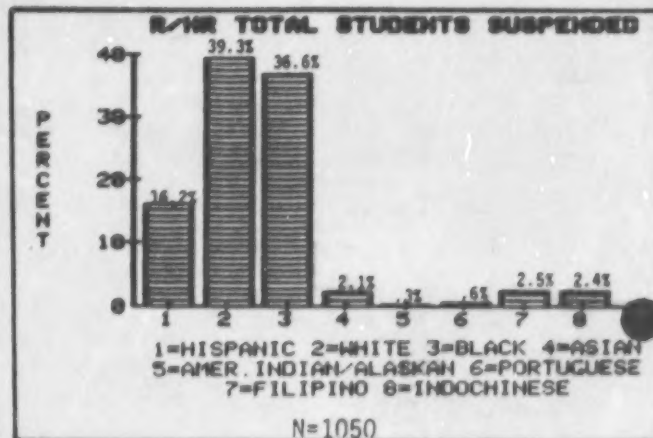
TOTAL ELEMENTARY



TOTAL JR. HIGH

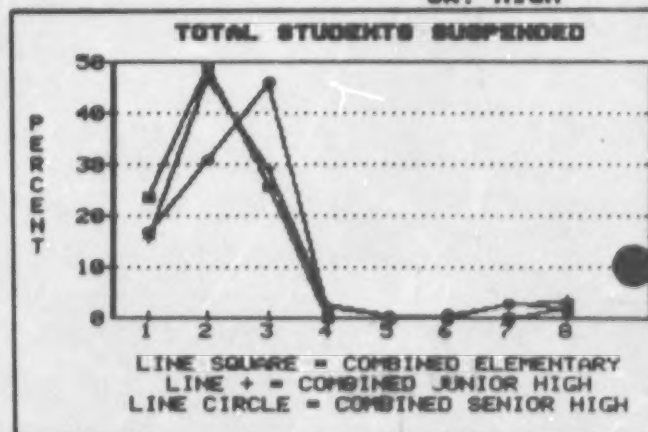


TOTAL SR. HIGH



TOTAL

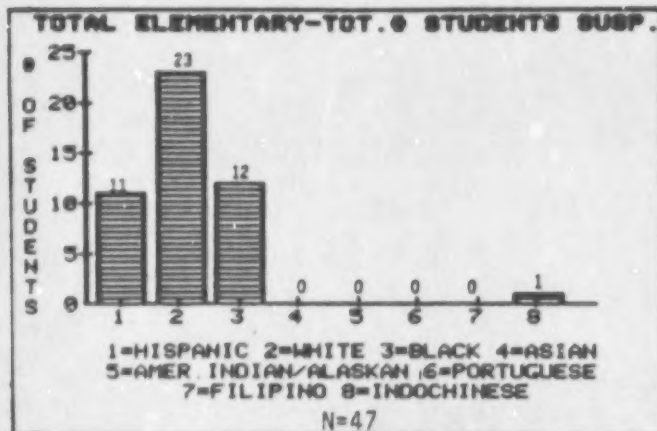
ELEMENTARY
JR. HIGH
SR. HIGH



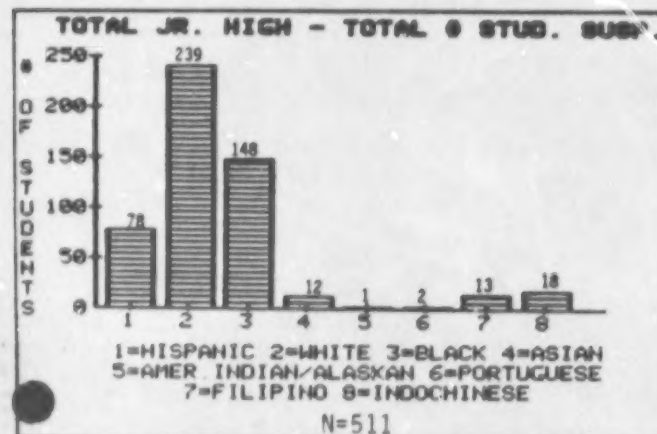
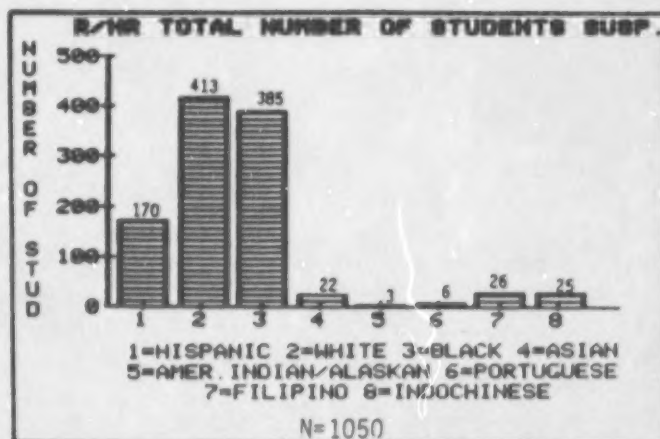
TOTAL

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

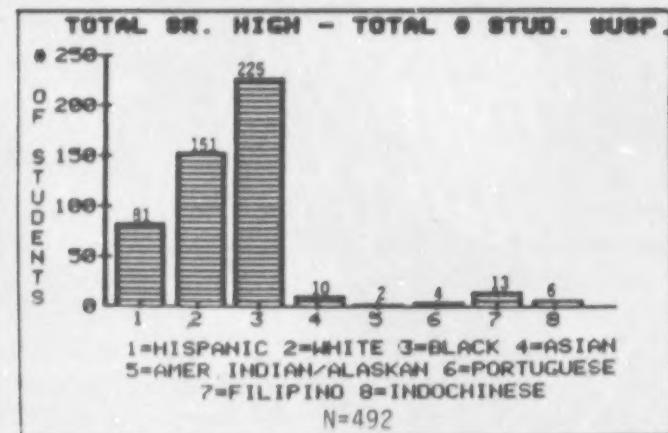
TOTAL NUMBER OF STUDENTS SUSPENDED



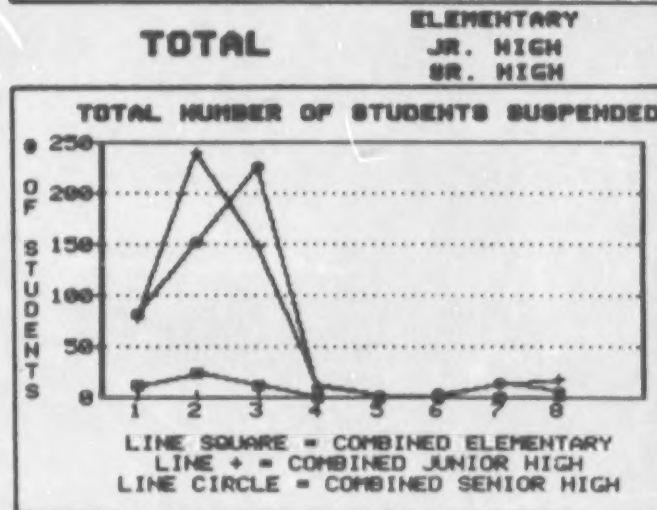
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TOTAL JR. HIGH



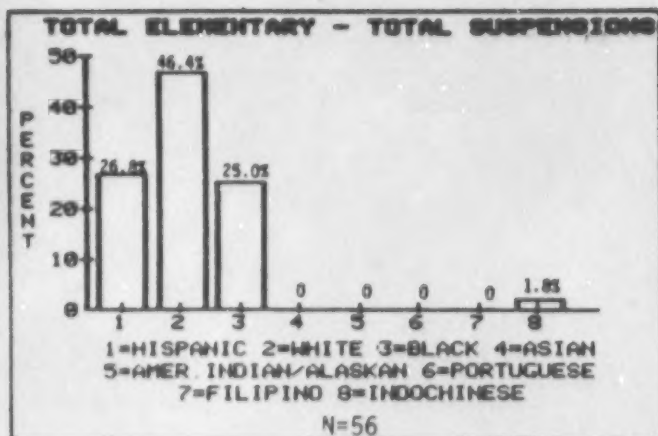
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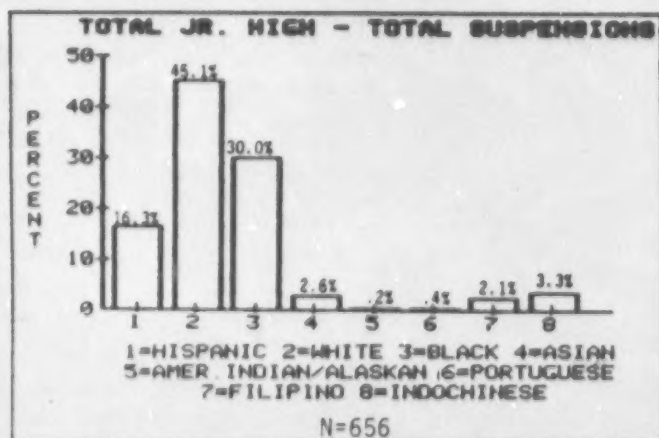
TOTAL

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

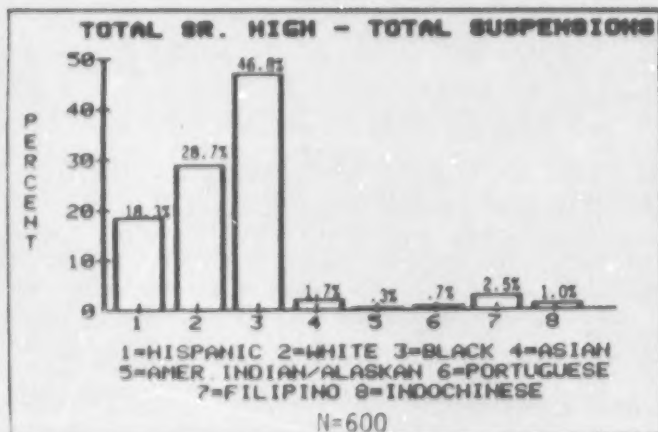
TOTAL SUSPENSIONS



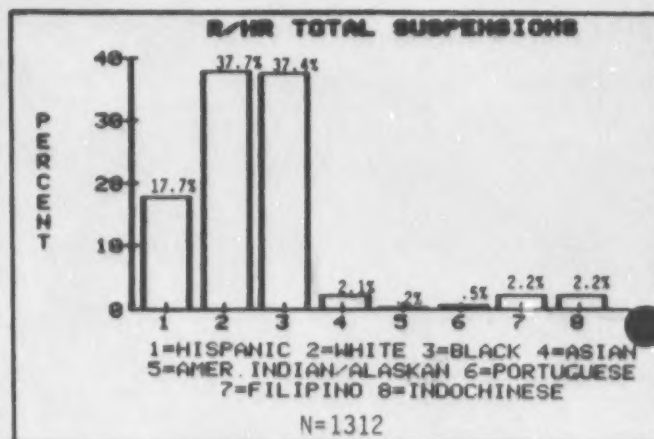
TOTAL ELEMENTARY



TOTAL JR. HIGH

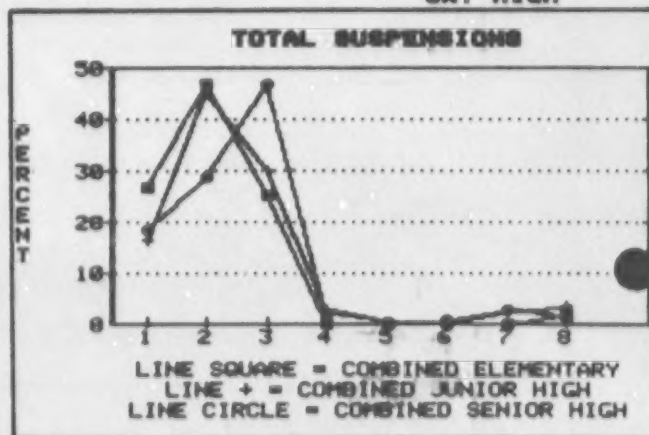


TOTAL SR. HIGH



TOTAL

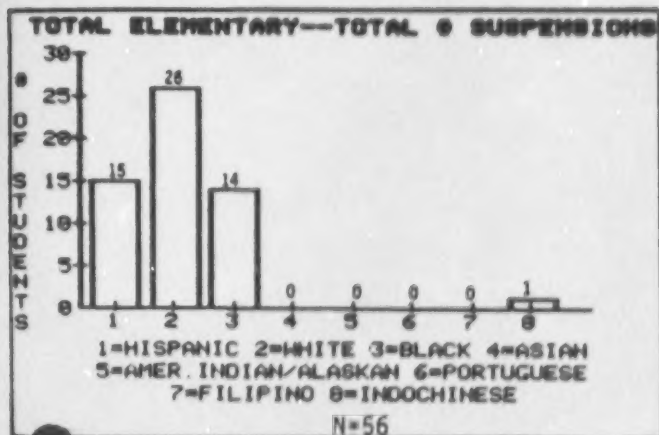
ELEMENTARY
JR. HIGH
SR. HIGH



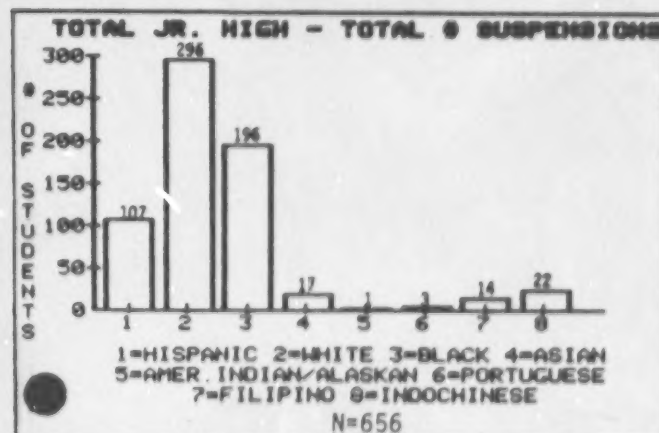
TOTAL

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

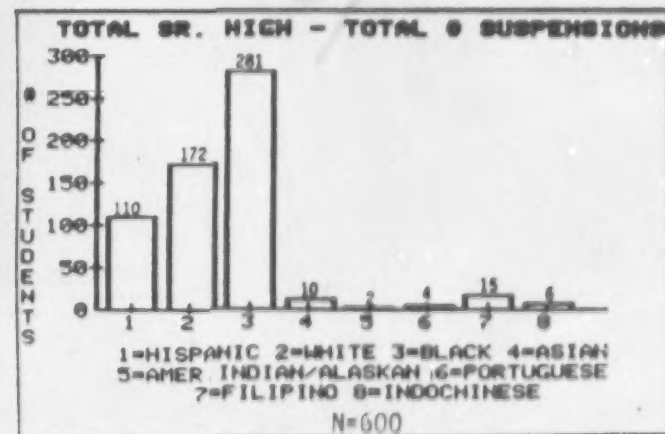
TOTAL NUMBER OF SUSPENSIONS



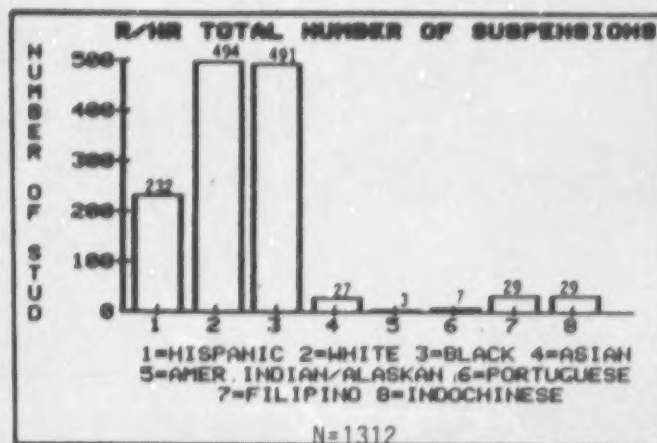
TOTAL ELEMENTARY



TOTAL JR. HIGH

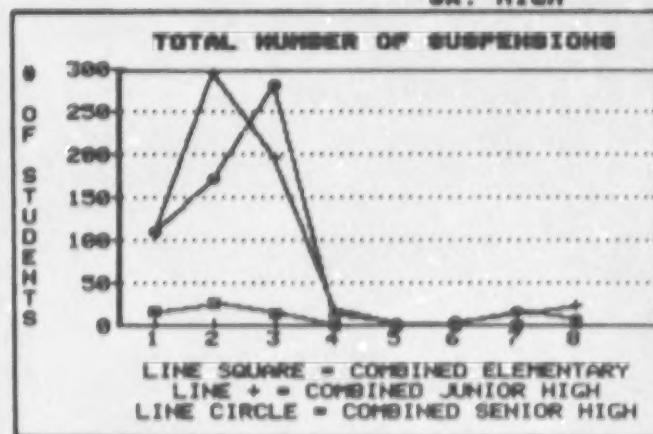


TOTAL SR. HIGH



TOTAL

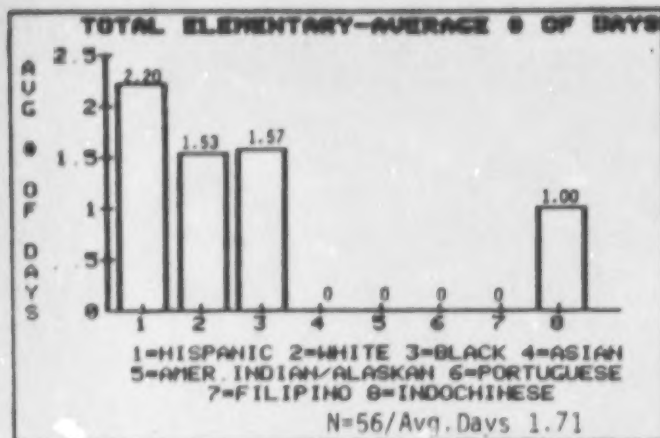
ELEMENTARY
JR. HIGH
SR. HIGH



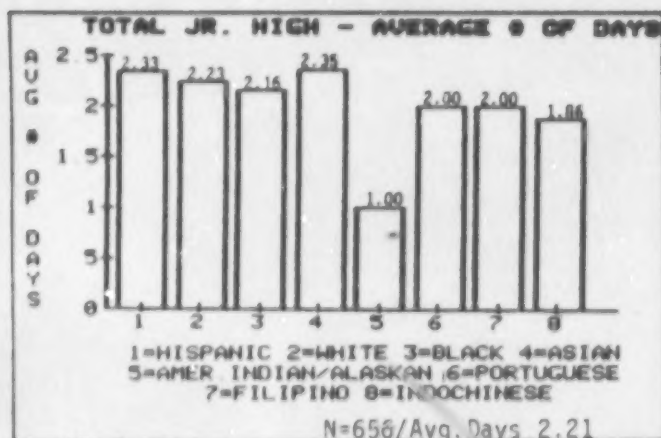
TOTAL

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

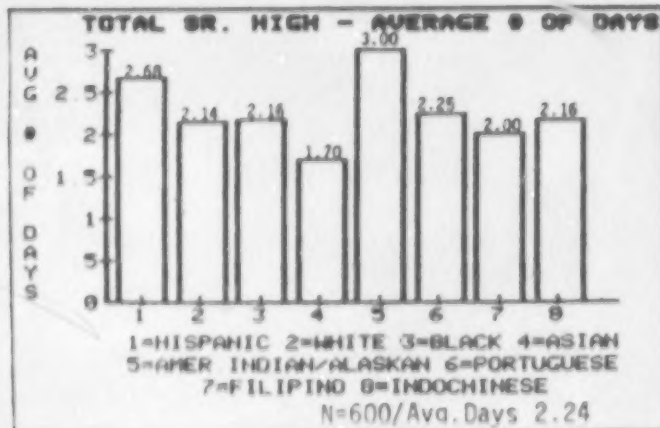
TOTAL AVERAGE NUMBER OF DAYS



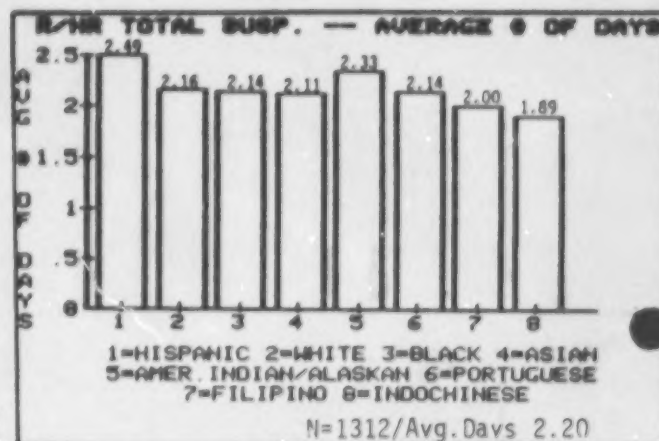
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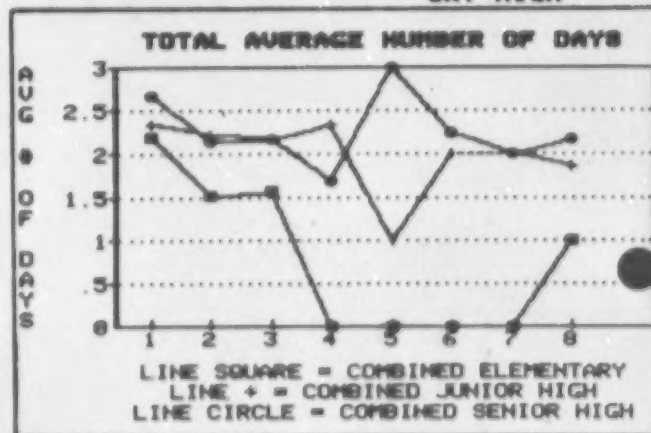
TOTAL JR. HIGH



TOTAL SR. HIGH



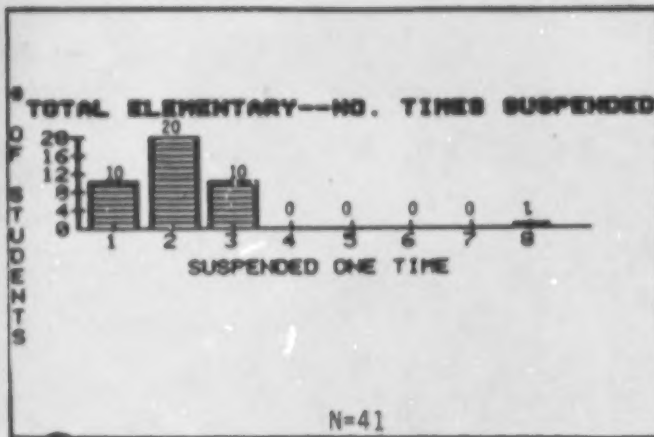
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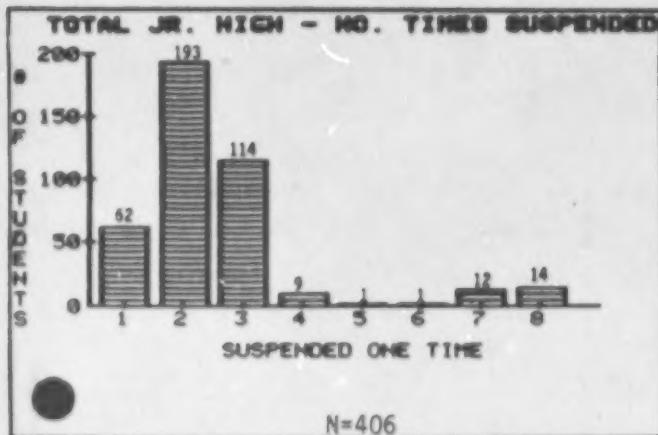
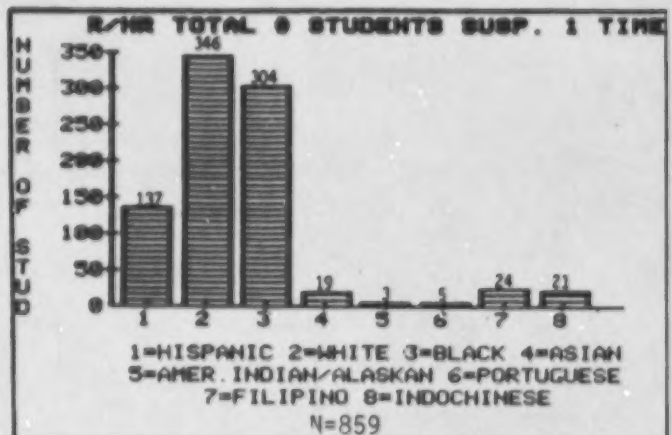
TOTAL

1-HISPANIC 2-WHITE 3-BLACK 4-ASIAN
5-AMER. INDIAN/ALASKAN 6-PORTUGUESE
7-FILIPINO 8-INDOCHINESE

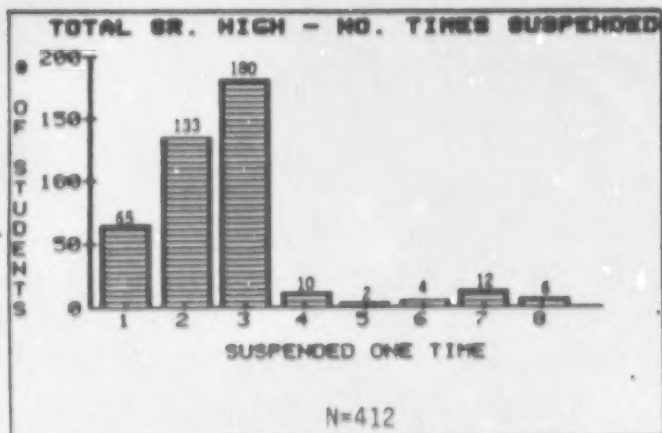
NUMBER OF TIMES SUSPENDED



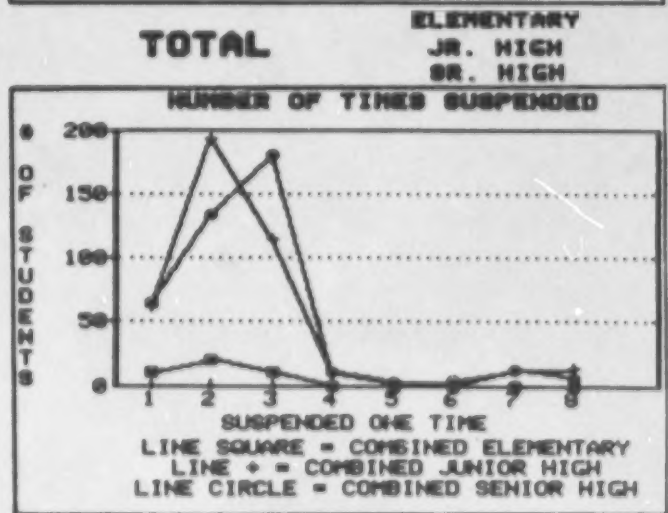
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TOTAL JR. HIGH

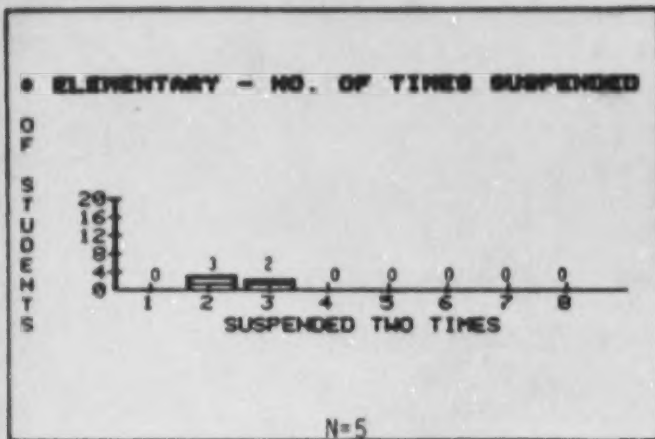


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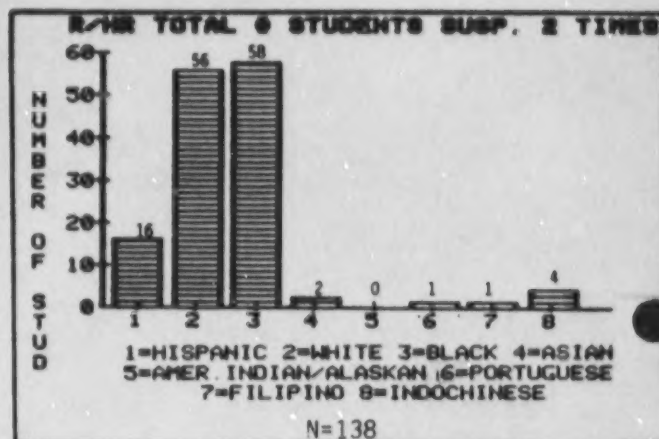


TOTAL

NUMBER OF TIMES SUSPENDED

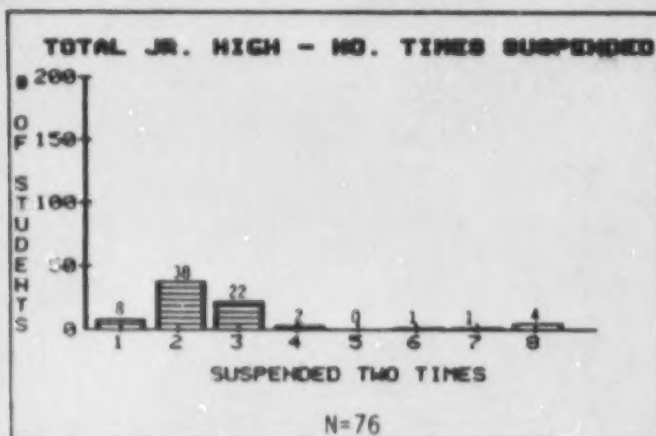


TOTAL ELEMENTARY

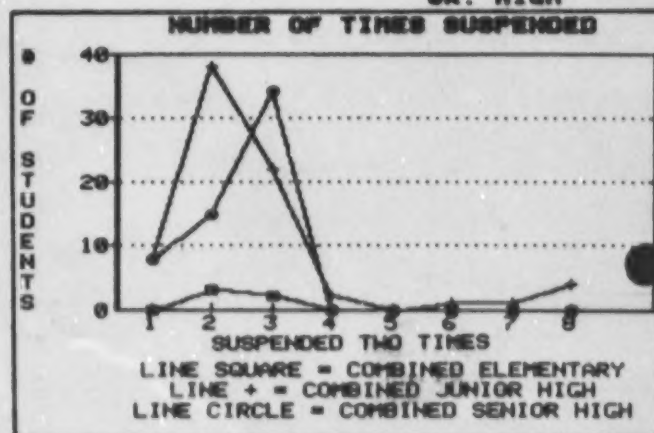


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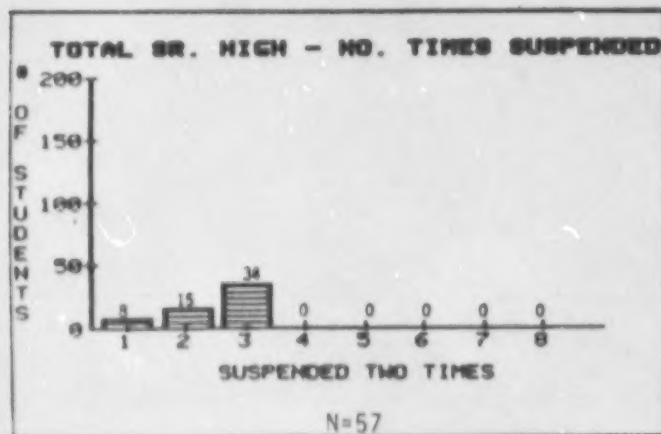
**ELEMENTARY
JR. HIGH
SR. HIGH**



TOTAL JR. HIGH



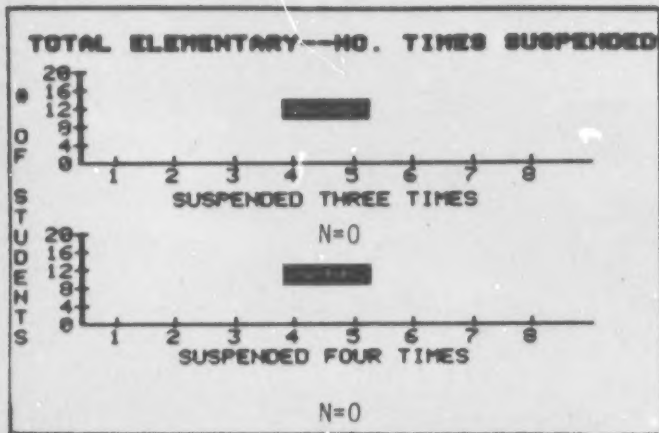
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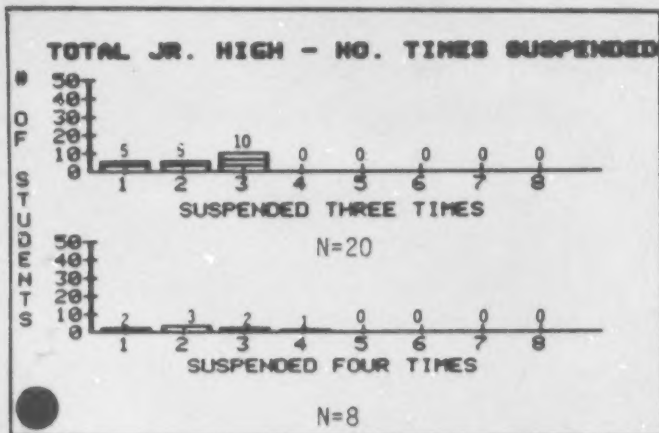
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1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

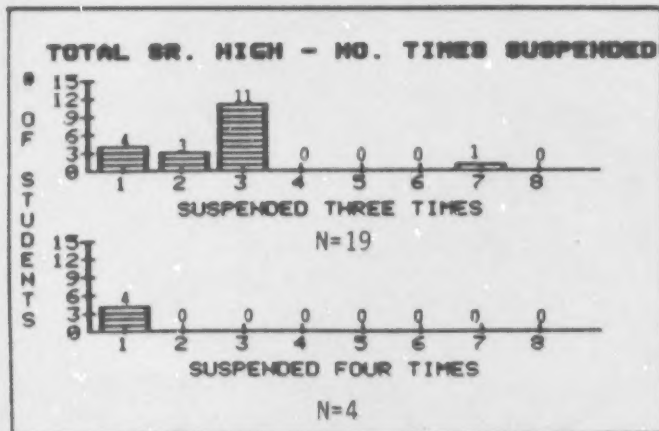
NUMBER OF TIMES SUSPENDED



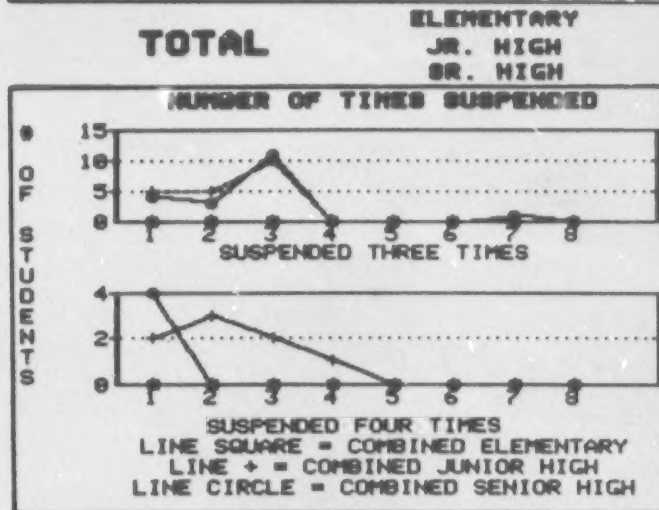
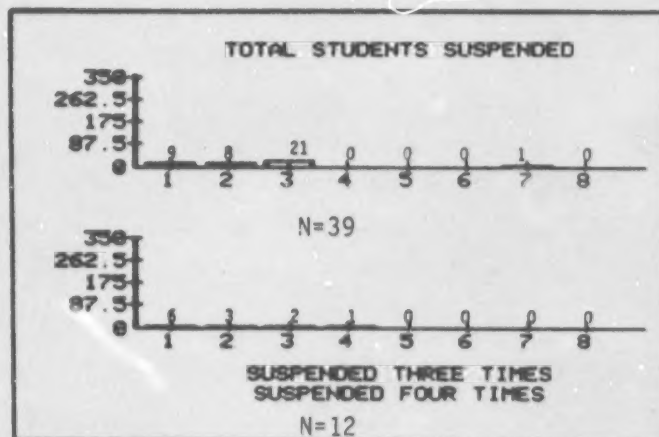
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TOTAL JR. HIGH



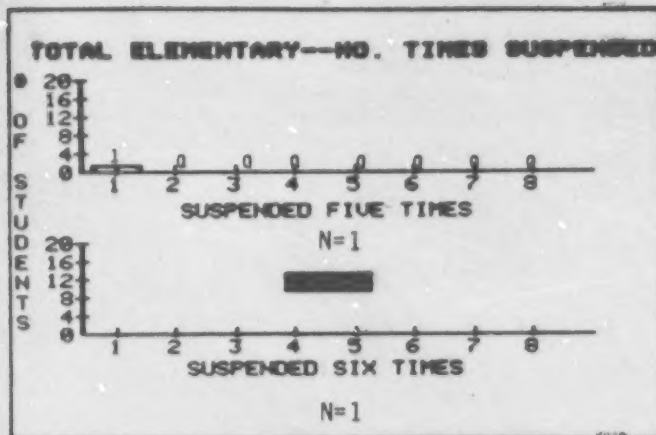
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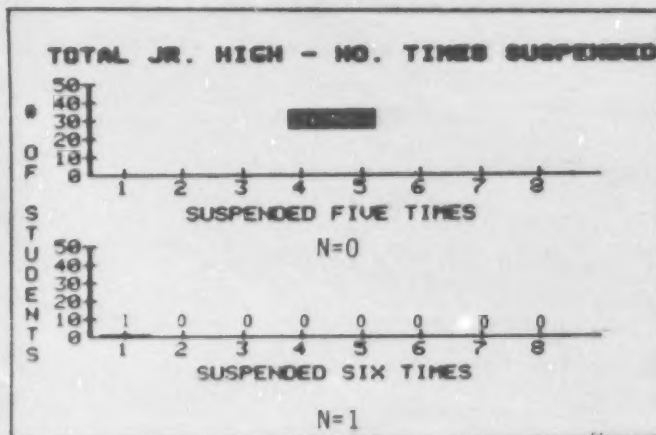
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5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

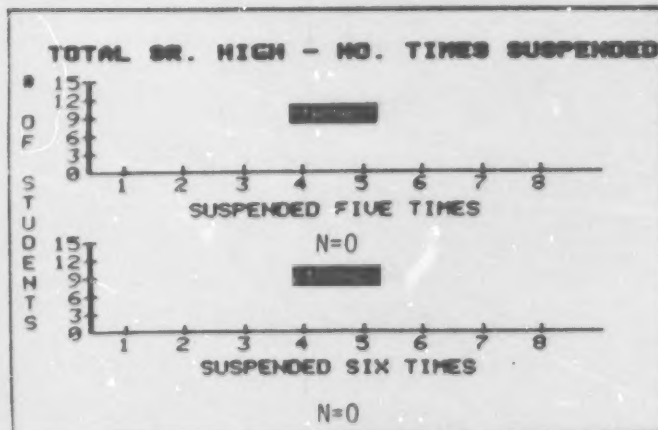
NUMBER OF TIMES SUSPENDED



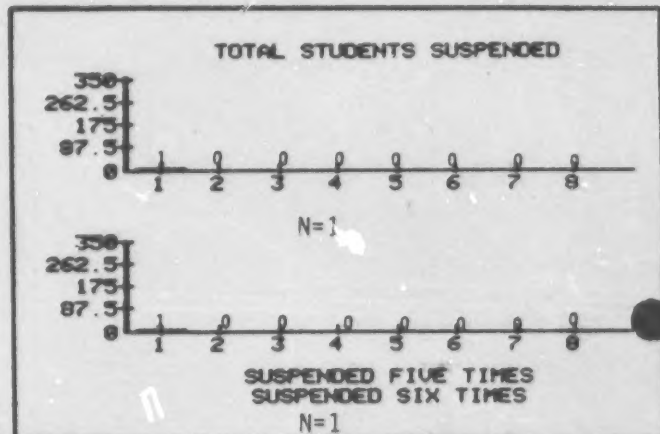
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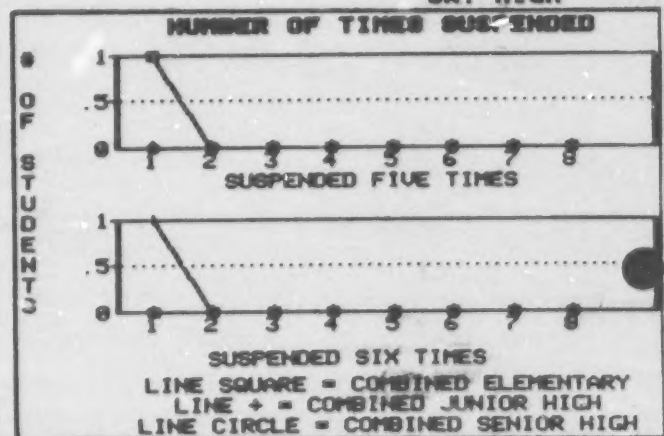
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TOTAL SR. HIGH



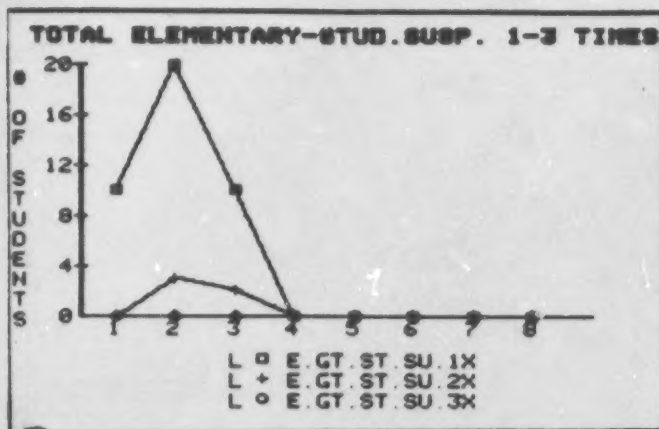
TOTAL ELEMENTARY JR. HIGH SR. HIGH



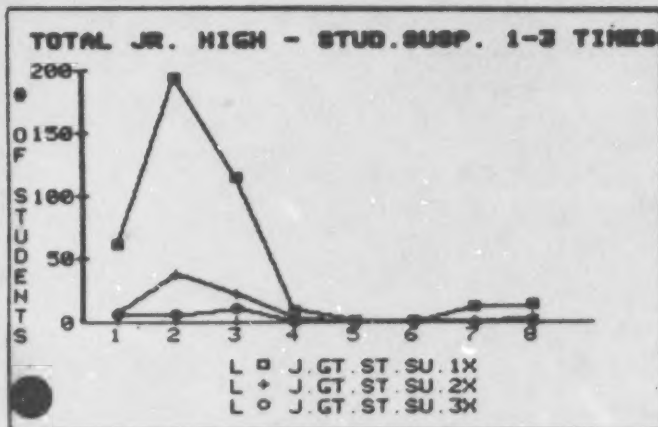
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1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
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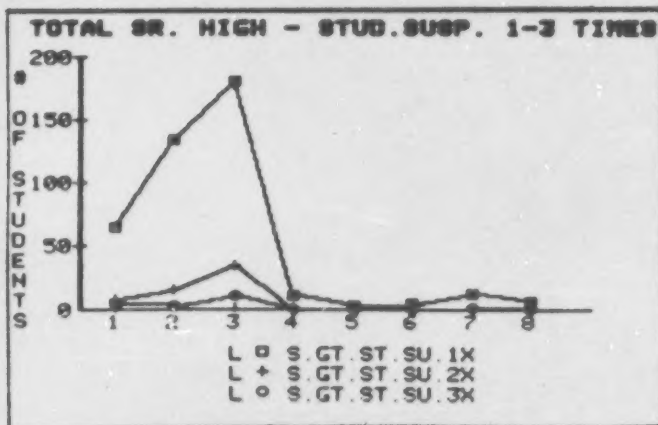
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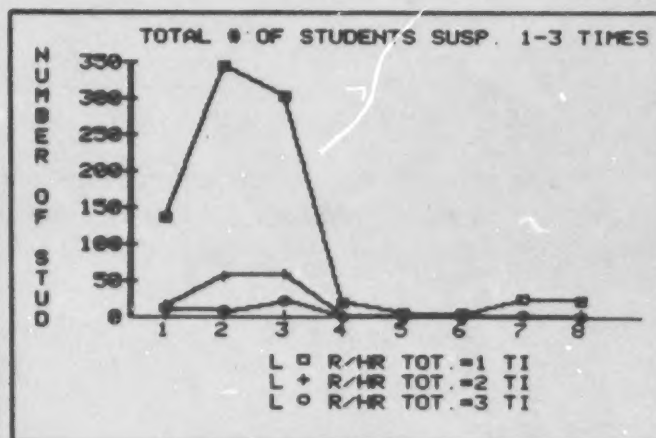
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL

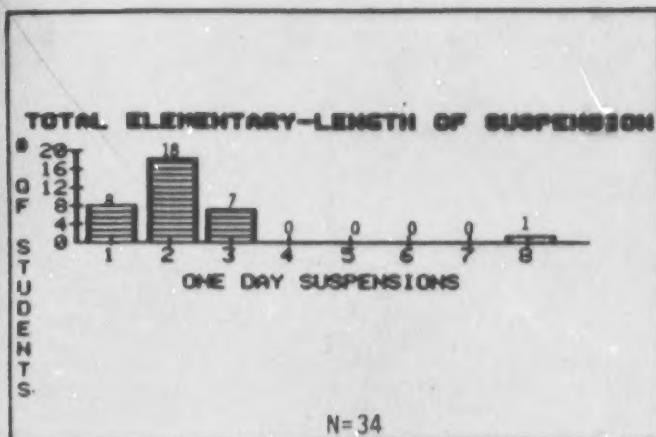
ELEMENTARY

JR. HIGH

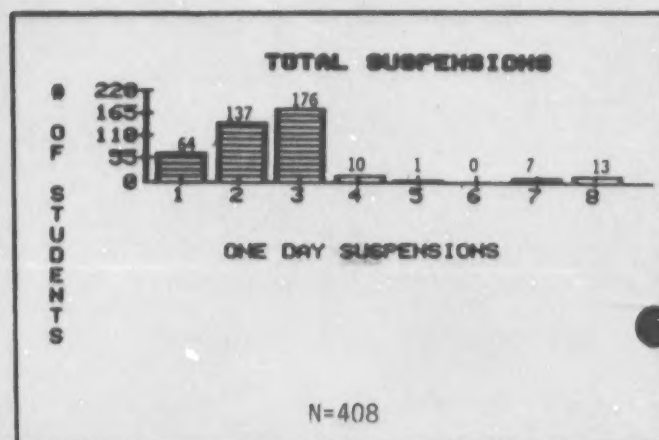
SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
 5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
 7=FILIPINO 8=INDOCHINESE

LENGTH OF SUSPENSION - ONE DAY

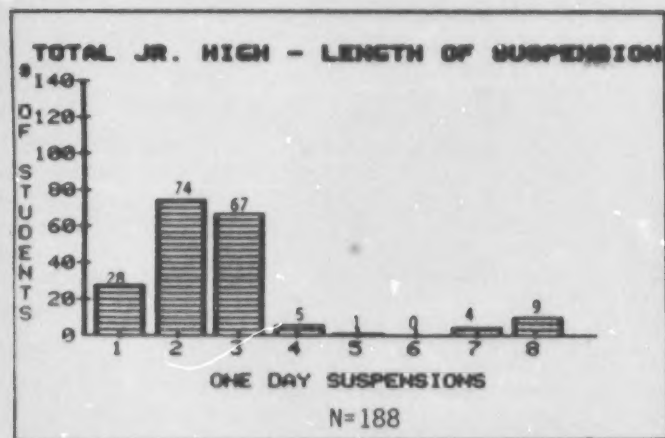


TOTAL ELEMENTARY

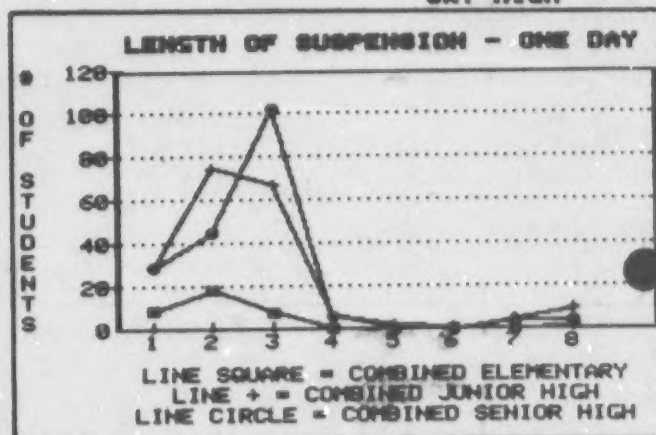


TOTAL

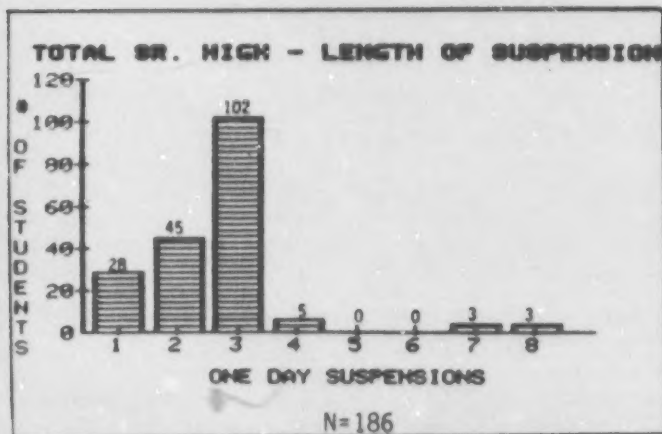
**ELEMENTARY
JR. HIGH
SR. HIGH**



TOTAL JR. HIGH



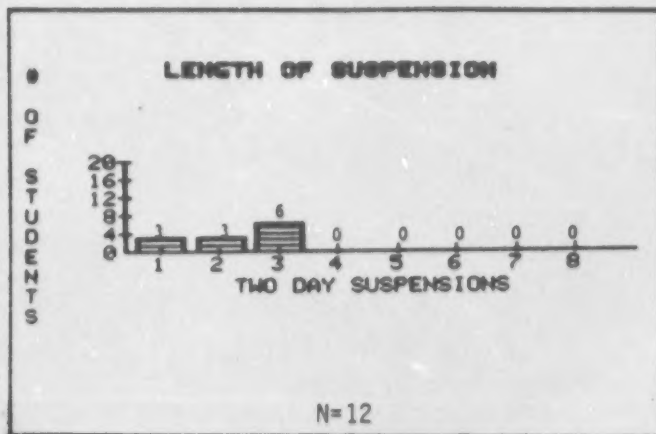
TOTAL



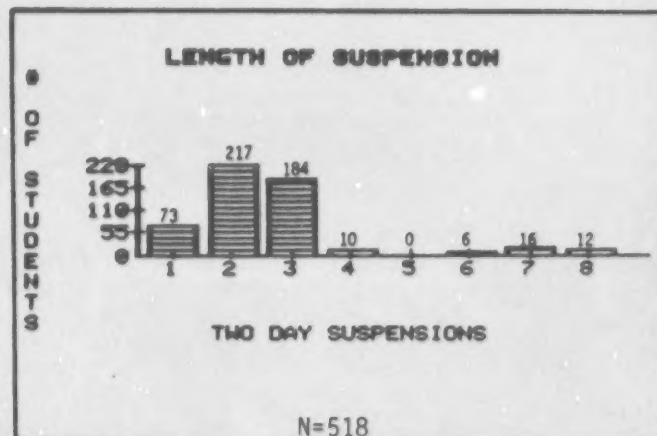
TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

LENGTH OF SUSPENSION - TWO DAYS

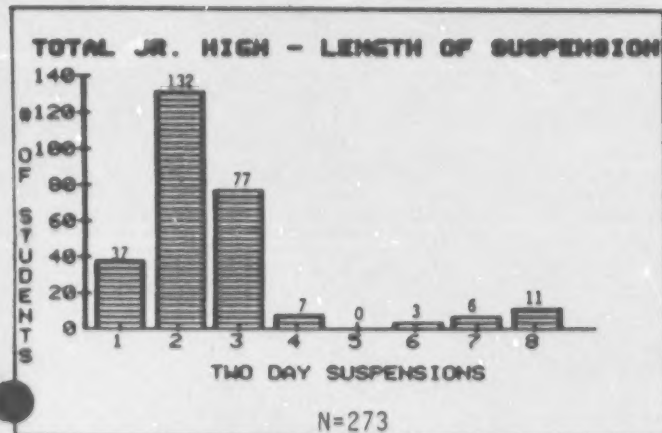


TOTAL ELEMENTARY

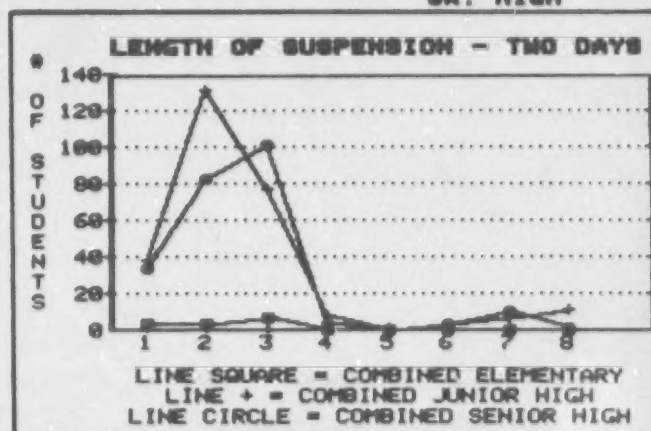


TOTAL

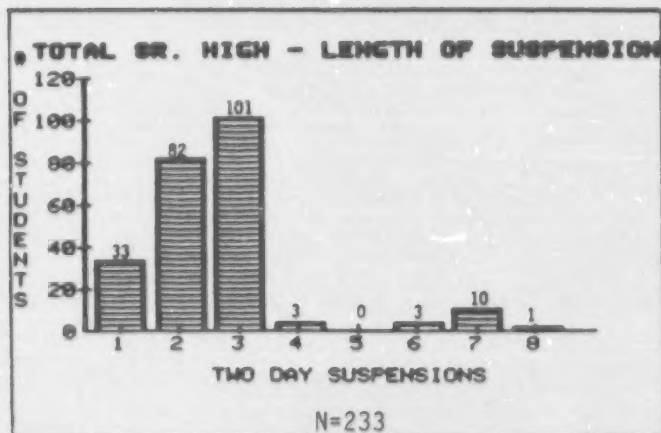
**ELEMENTARY
JR. HIGH
SR. HIGH**



TOTAL JR. HIGH



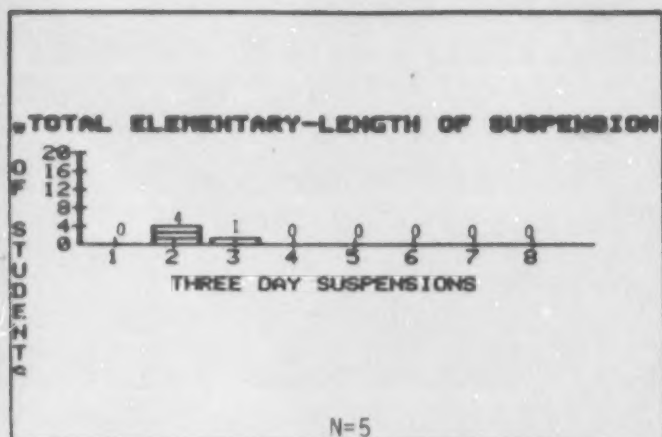
TOTAL



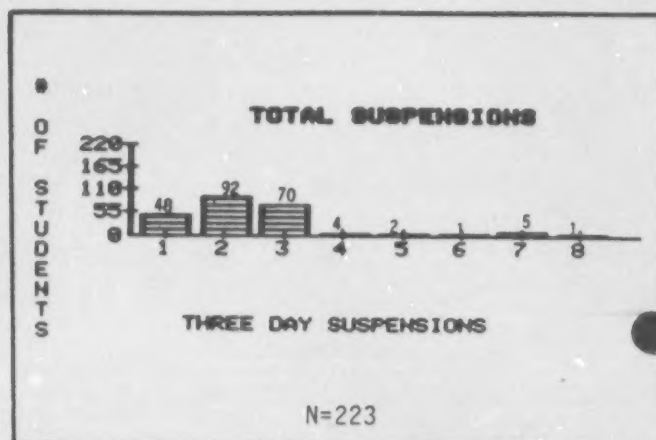
TOTAL SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

LENGTH OF SUSPENSION - THREE DAYS

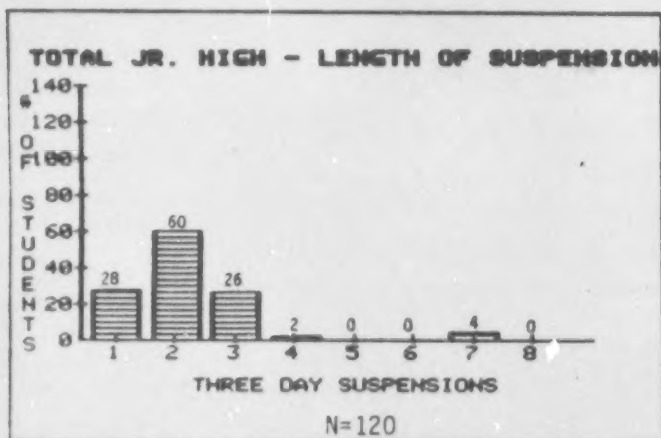


TOTAL ELEMENTARY

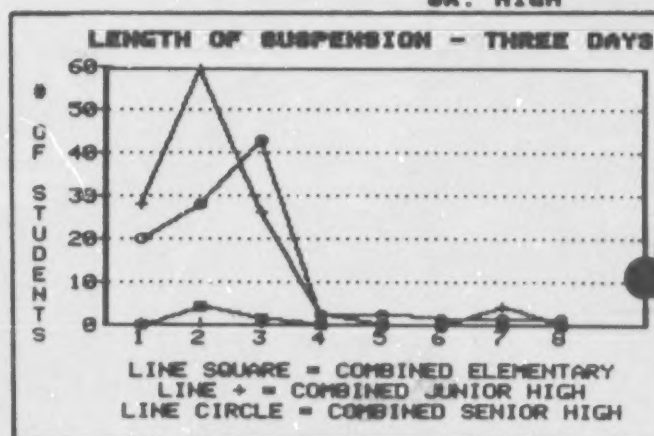


TOTAL

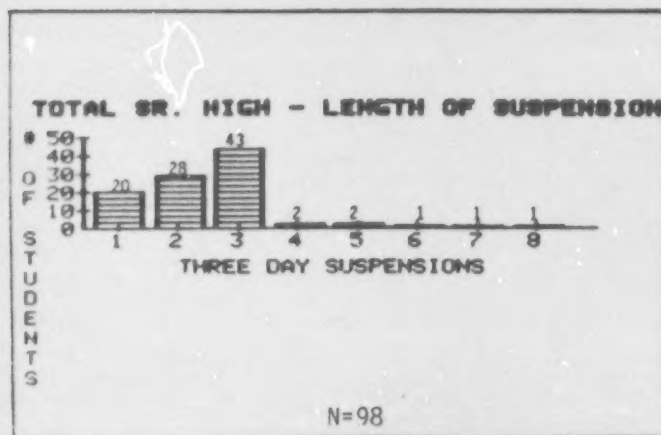
**ELEMENTARY
JR. HIGH
SR. HIGH**



TOTAL JR. HIGH



TOTAL

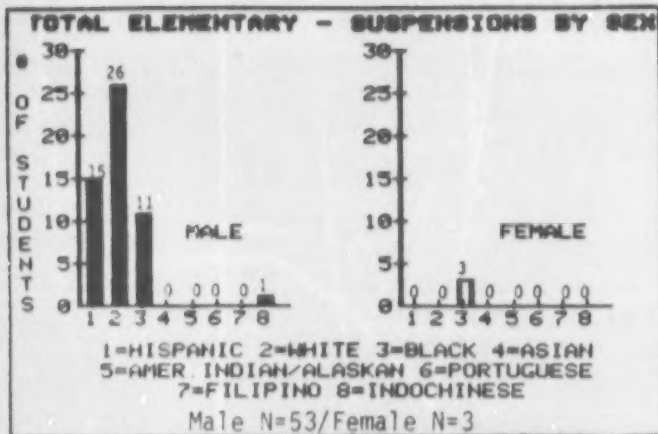


TOTAL SR. HIGH

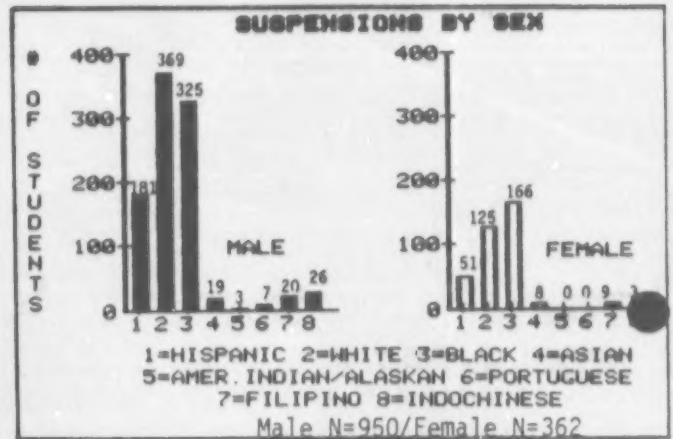
1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

SUSPENSIONS MALE

FEMALE

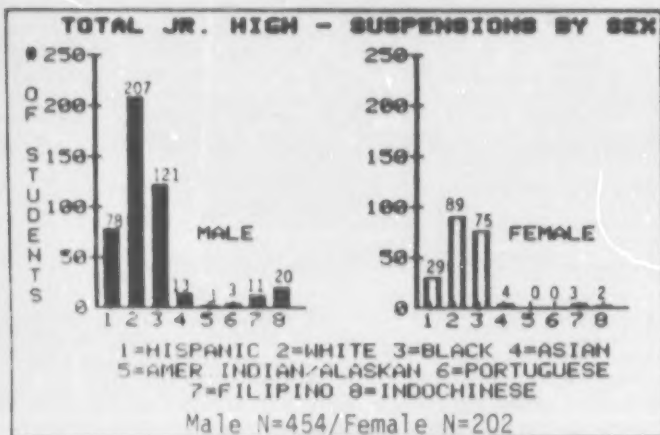


TOTAL ELEMENTARY

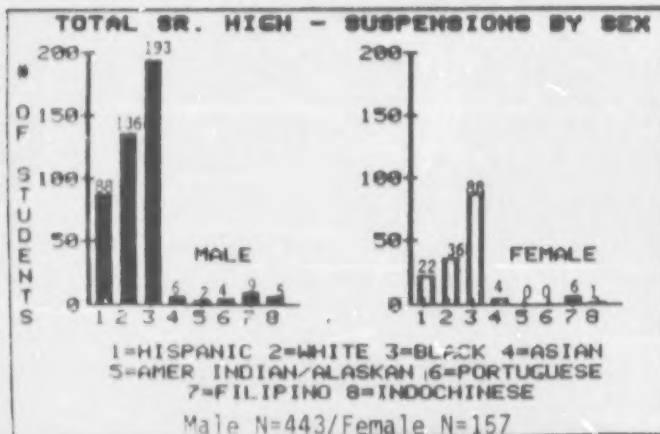


TOTAL

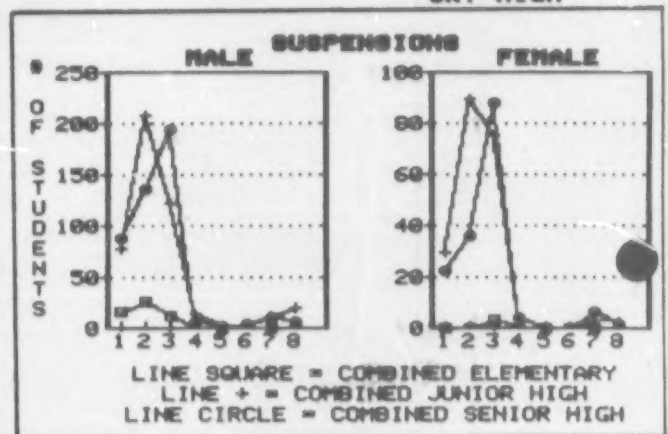
ELEMENTARY JR. HIGH SR. HIGH



TOTAL JR. HIGH



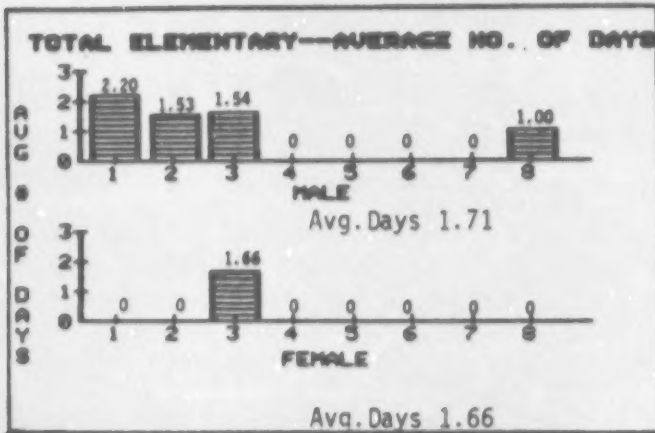
TOTAL SR. HIGH



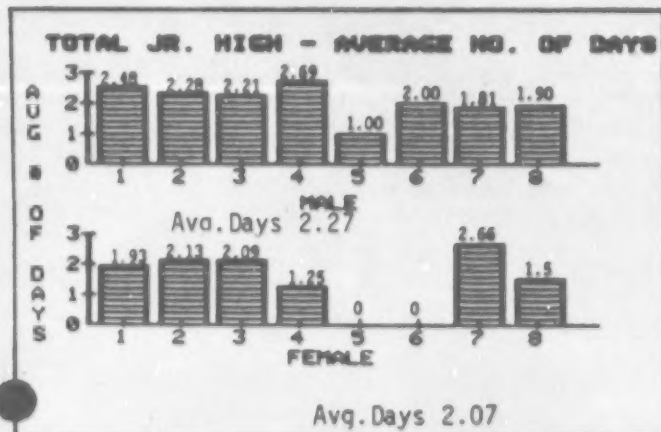
TOTAL

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

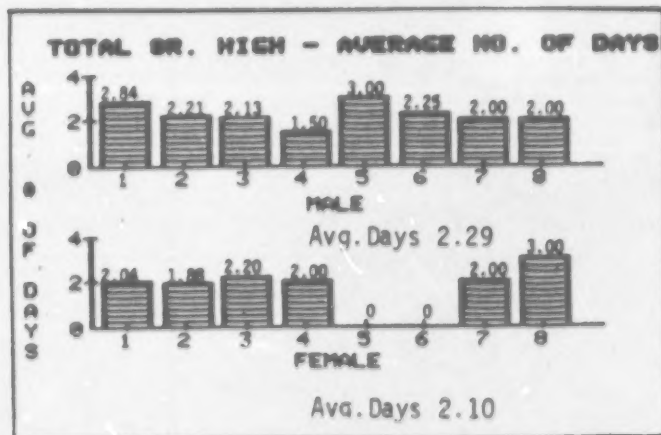
AVERAGE NUMBER OF DAYS - MALE/FEMALE



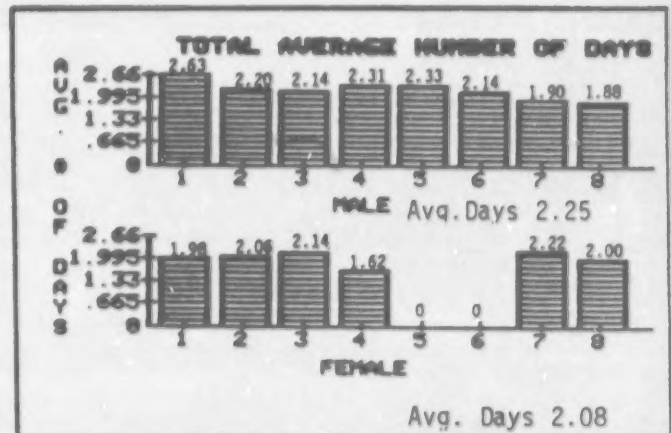
TOTAL ELEMENTARY



TOTAL JR. HIGH

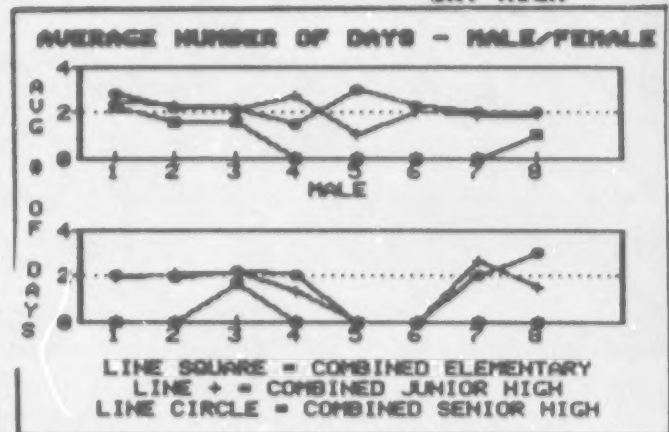


TOTAL SR. HIGH



TOTAL

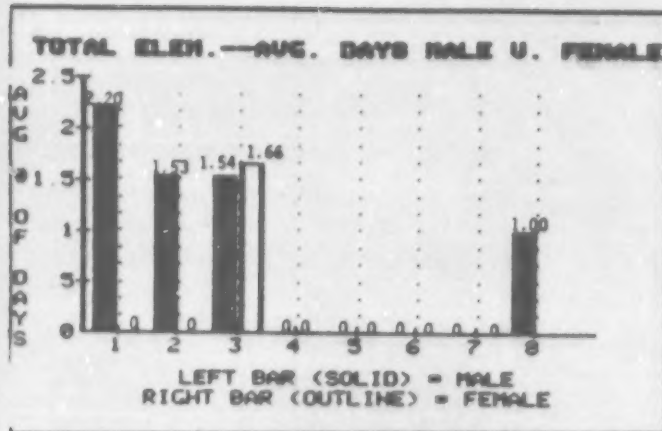
ELEMENTARY
JR. HIGH
SR. HIGH



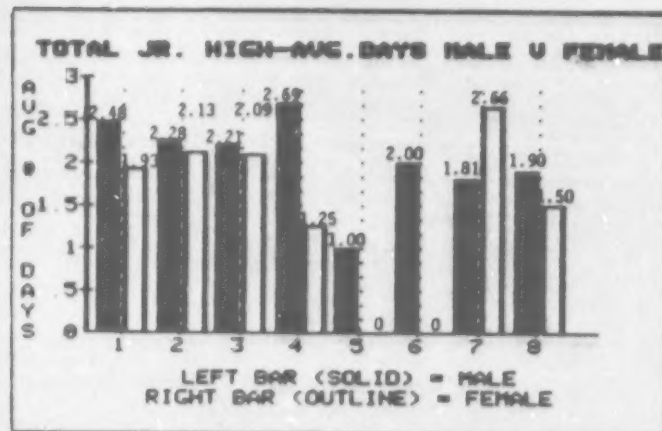
TOTAL

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

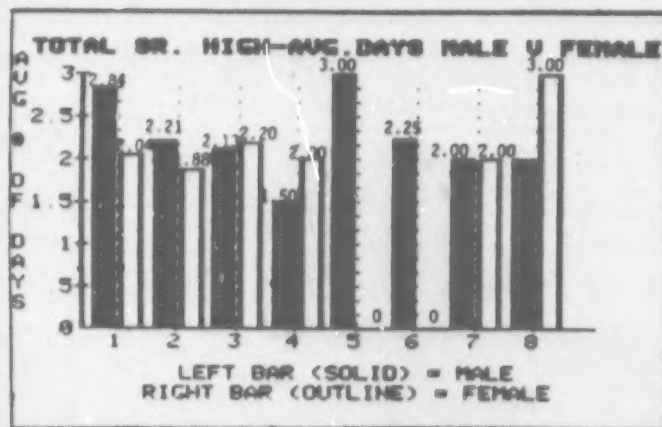
AUG. DAYS MALE U. FEMALE



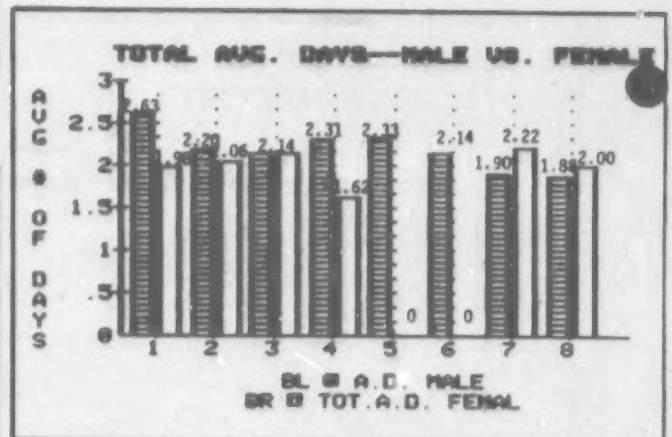
TOTAL ELEMENTARY



TOTAL JR. HIGH



TOTAL SR. HIGH



TOTAL ELEMENTARY JR. HIGH SR. HIGH

1=HISPANIC 2=WHITE 3=BLACK 4=ASIAN
5=AMER. INDIAN/ALASKAN 6=PORTUGUESE
7=FILIPINO 8=INDOCHINESE

APPENDIX J

STUDENT AND STAFF SURVEY: JUSTICE AND FAIRNESS

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

DIRECTIONS FOR COMPLETING STUDENT AND STAFF SURVEY

1. Do not put your name on this survey nor on the answer sheet.
2. Each school in the District has a three digit location code.

In that section of the answer sheet labeled "IDENTIFICATION" enter in the first 3 blocks the three numbers which make up your school location code. Using your number 2 pencil, darken the circle containing that number directly below the number you entered.

3. In the fourth block in the area labeled "IDENTIFICATION" enter the number from below which best identifies your racial/ethnic background.

- | | |
|----------------------|--------------------|
| 1. STUDENT: HISPANIC | 6. STAFF: HISPANIC |
| 2. STUDENT: WHITE | 7. STAFF: WHITE |
| 3. STUDENT: BLACK | 8. STAFF: BLACK |
| 4. STUDENT: ASIAN | 9. STAFF: ASIAN |
| 5. STUDENT: OTHER | 0. STAFF: OTHER |

Again, using your number 2 pencil, darken the circle containing that number directly below the number you entered. (The computer cannot read the numbers you entered in the blocks at the top; it can read the numbers which you darken in those little circles.)

4. For each item of the survey, indicate your response to the item by choosing a number from 1 to 5 which best expresses your evaluation. On the scale, 5 is high and 1 is low. Darken the circle on the answer sheet for that numbered item which corresponds to your evaluation of the item.
5. You may use the clear space on the front and back of the answer sheet to make comments. Do not write in the green areas and do not write in the areas provided for responses.
6. Return your number 2 pencil, this survey form, and your answer sheet to your teacher.
7. Teachers and other staff should return all answer sheets and surveys to the principal's secretary or any other person designated to collect them. Staff and student surveys do not need to be separated.
8. Teachers should feel free to read items to students and to make any clarifications necessary for student comprehension.

SAN DIEGO CITY SCHOOLS
STUDENT AND STAFF SURVEY

1. There is a written form which explains the rules and expected behavior of students at our school.
2. The rules of behavior are taught in such a manner that all students know and understand them.
3. Students have a part in writing the rules of the school.
4. There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.
5. Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.
6. Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.
7. Students at our school are given the right to present their side of the story when they are charged with breaking a rule.
8. Administrators listen to the student's side of the story when students are accused of breaking a rule.
9. Counselors listen to the student's side of the story when students are accused of breaking a rule.
10. Teachers listen to the student's side of the story when students are accused of breaking a rule.
11. Students of all races are treated fairly by those who give punishment at our school.
12. At our school, teachers only give referrals when it is clear that a student has broken a rule.
13. If I have a complaint about something that seems unfair to me, I know whom to see.
14. Student complaints are listened to by the administrators and teachers at our school.
15. Administrators and teachers really try to do something about complaints at our school.
16. There is a clearly explained way for students to present complaints and problems to our principal.
17. Students who treat another student unfairly are punished at our school.

STUDENT AND STAFF SURVEY
Page 2

18. Students feel safe and secure at our school.
19. All students feel they are respected at our school.
20. Both male and female students are treated equally and fairly.
21. The secretaries and clerks treat all students equally and fairly.
22. Cafeteria workers treat students equally and fairly.
23. Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.
24. Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.
25. Every year we review the rules and regulations to see if any need changing.

APPENDIX K

STUDENT AND STAFF SURVEY: AVERAGE RESPONSE

JUSTICE SURVEY

Average Response
Student
Comparison
Elementary

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.09	3.88	3.90	4.05	4.17	3.99
2.	3.90	3.85	3.90	3.62	4.19	3.84
3.	2.53	3.01	2.95	2.94	3.42	2.94
4.	3.31	3.60	3.43	3.78	3.93	3.71
5.	3.84	4.47	3.76	3.73	4.06	4.11
6.	4.16	4.06	4.00	3.82	4.13	4.03
7.	3.78	4.04	4.05	3.40	4.11	3.85
8.	4.00	3.89	3.95	3.61	3.55	3.82
9.	4.07	4.11	4.14	4.17	4.08	4.11
10.	3.27	3.84	3.60	3.67	3.47	3.64
11.	3.52	4.42	3.70	3.57	4.00	3.99
12.	4.22	3.62	3.57	3.58	3.47	3.70
13.	4.36	4.28	4.43	4.06	4.06	4.23
14.	3.70	3.92	3.52	3.77	3.98	3.87
15.	3.99	3.64	3.52	3.88	3.85	3.73
16.	4.03	3.75	3.67	3.39	4.00	3.74
17.	3.90	3.57	3.33	3.39	3.32	3.55
18.	3.62	3.60	3.19	3.57	4.21	3.58
19.	3.03	3.29	3.48	3.67	3.91	3.40
20.	3.55	3.97	3.43	3.65	3.59	3.78
21.	3.94	4.28	3.48	4.20	4.36	4.14
22.	3.49	3.76	3.48	3.70	4.08	3.71
23.	4.03	4.25	3.81	3.89	4.39	4.12
24.	3.94	4.03	3.50	3.80	4.08	3.94
25.	3.41	3.64	3.48	3.53	4.02	3.60
			K-3			
	3.74	3.88	3.65	3.70	3.93	3.80
..	00	001	01	101	47	458

JUSTICE SURVEY

Average Response
Student
Comparison
Junior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.24	4.42	3.99	4.49	4.53	4.39
2.	3.19	3.41	3.31	3.54	3.47	3.47
3.	2.27	2.21	2.07	2.45	2.53	2.25
4.	3.02	2.98	2.71	3.21	3.30	3.01
5.	3.70	4.07	3.35	4.09	3.74	3.95
6.	3.75	3.65	3.57	4.15	3.84	3.73
7.	3.61	3.63	3.46	3.68	3.56	3.61
8.	3.28	3.38	3.39	3.55	3.33	3.35
9.	4.02	4.09	4.14	4.02	3.78	4.07
10.	2.60	2.92	2.44	3.39	2.99	2.92
11.	3.69	3.94	3.28	3.66	3.46	3.79
12.	3.51	3.38	2.98	3.79	3.57	3.40
13.	3.90	3.82	3.86	3.84	3.61	3.79
14.	3.04	3.36	2.99	3.30	3.31	5.30
15.	3.04	3.20	2.91	3.42	3.29	3.24
16.	3.38	3.11	3.06	3.48	3.11	3.17
17.	3.38	3.37	3.35	3.29	3.28	3.34
18.	2.89	2.85	2.50	3.04	2.64	2.83
19.	2.65	2.63	2.50	2.94	2.58	2.67
20.	3.66	3.62	3.37	3.74	3.39	3.60
21.	3.23	3.61	3.19	3.74	3.34	3.59
22.	3.94	3.85	3.61	3.69	3.41	3.79
23.	3.94	4.06	3.65	3.94	3.87	3.99
24.	3.27	3.35	3.21	3.56	3.41	3.37
25.	3.38	3.44	3.12	3.81	3.42	3.45
		K-4				
Total	3.39	3.45	3.20	3.60	3.40	3.44

JUSTICE SURVEY

Average Response
Student
Comparison
Senior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.05	4.08	3.73	4.26	3.53	3.95
2.	3.14	3.15	2.96	3.27	2.67	3.07
3.	2.30	2.16	2.05	2.50	1.94	2.15
4.	3.08	2.84	3.16	2.92	2.69	2.97
5.	3.29	3.79	3.47	3.58	3.57	3.48
6.	3.78	3.52	3.47	3.55	3.58	3.54
7.	3.45	3.21	3.34	3.18	3.25	3.29
8.	3.15	3.03	2.98	3.04	2.48	3.00
9.	3.95	3.70	3.73	3.62	3.79	3.59
10.	2.92	2.86	2.43	2.89	2.42	2.71
11.	3.09	3.51	3.28	3.20	3.25	3.35
12.	3.43	3.03	2.76	3.53	2.76	3.02
13.	3.46	3.23	3.66	3.04	3.45	3.40
14.	2.97	2.93	3.02	2.89	2.60	2.95
15.	2.89	2.57	2.82	2.91	2.25	2.70
16.	2.76	2.10	2.89	2.64	2.48	2.48
17.	2.57	2.48	2.87	2.67	2.58	2.80
18.	2.95	3.14	2.52	3.14	2.81	3.02
19.	2.73	2.62	2.50	2.82	2.36	2.60
20.	3.49	3.61	3.23	3.47	3.49	3.41
21.	2.90	3.14	2.93	3.28	2.83	3.07
22.	3.56	3.88	3.64	3.68	3.78	3.74
23.	3.56	3.83	4.02	3.70	3.73	3.83
24.	2.99	2.82	3.43	3.11	3.04	3.28
25.	3.19	2.79	K-5 3.25	3.29	3.09	3.02
Total	3.19	3.11	3.12	3.20	2.98	3.12

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JUSTICE SURVEY

Average Response Staff Comparison Elementary

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.82	4.59	4.92	4.67	5.00	4.64
2.	4.36	4.27	4.46	4.00	4.17	4.29
3.	3.00	2.96	2.83	3.33	3.50	2.98
4.	3.00	3.40	4.00	3.33	3.33	3.41
5.	4.82	4.79	4.46	4.67	3.83	4.72
6.	4.45	4.68	4.54	4.67	5.00	4.67
7.	4.54	4.59	4.61	4.33	5.00	4.30
8.	4.64	4.47	4.61	4.33	4.67	4.50
9.	4.64	4.68	4.46	3.67	4.67	4.64
10.	4.64	4.50	4.54	4.33	5.00	4.52
11.	4.82	4.81	4.61	4.67	3.83	4.75
12.	3.73	4.17	4.00	4.00	4.50	4.16
13.	4.27	4.48	4.54	4.67	4.33	4.48
14.	4.36	4.38	4.38	4.33	4.50	4.39
15.	3.91	4.39	4.39	4.33	4.17	4.32
16.	3.45	3.67	4.23	3.00	4.80	3.67
17.	4.09	4.12	4.17	4.00	4.50	4.13
18.	4.27	4.50	4.31	4.57	4.67	4.48
19.	4.09	4.04	4.08	4.33	4.17	4.06
20.	4.64	4.68	4.46	4.33	4.50	4.67
21.	4.54	4.55	4.77	4.00	5.00	4.57
22.	4.18	4.25	4.54	3.67	4.60	4.28
23.	4.54	4.58	4.92	4.00	4.67	4.60
24.	4.36	4.46	4.69	3.33	4.67	4.48
25.	4.30	3.99	4.27	4.00	5.00	4.08
Total	4.28	4.32	4.40	4.11	4.47	4.31
N=	11	127	13	385	3	6

K-6

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JUSTICE SURVEY

Average Response
Staff
Comparison
Junior High

Item	Hispanic	White	Black	Asian	Other	Total Response
1.	4.14	4.81	5.00	5.00	4.00	4.77
2.	3.57	4.15	4.00	3.40	3.67	4.13
3.	3.14	3.20	3.00	2.40	3.17	3.18
4.	4.00	3.59	3.00	4.00	3.33	3.70
5.	4.57	4.65	5.00	5.00	4.17	4.11
6.	4.43	4.65	5.00	4.66	4.00	4.62
7.	4.86	4.47	4.00	4.00	3.50	4.41
8.	4.57	4.58	4.00	4.00	3.83	4.50
9.	4.43	4.65	4.00	4.40	3.83	4.60
10.	4.71	4.31	5.00	4.00	4.00	4.30
11.	4.86	4.64	4.00	4.60	4.33	4.63
12.	4.86	4.14	5.00	4.40	4.17	4.18
13.	4.30	4.52	4.00	5.00	4.40	4.48
14.	4.86	4.37	4.00	4.60	4.00	4.37
15.	3.86	3.88	5.00	4.60	3.50	4.24
16.	3.86	3.81	4.00	3.80	4.00	3.82
17.	4.29	4.07	3.00	4.40	3.50	4.07
18.	3.43	4.07	3.00	4.60	3.33	4.02
19.	3.14	3.69	3.00	4.00	3.50	3.66
20.	4.57	4.50	3.00	4.80	4.17	4.50
21.	4.43	4.60	5.00	5.00	4.17	4.59
22.	4.14	4.44	5.00	5.00	4.00	4.42
23.	4.43	4.67	5.00	5.00	4.17	4.64
24.	4.29	4.29	3.00	4.40	3.67	4.28
25.	3.57	4.29	5.00	4.60	3.50	4.24
Total	4.19	4.30	K-7 4.00	4.43	3.81	4.26
N=	7	149	1	386	5	6
						168

JUSTICE SURVEY

Average Response
Staff
Comparison
Senior High

<u>Item</u> <u>T.</u>	<u>Hispanic</u> 4.25	<u>White</u> 4.22	<u>Black</u> 3.28	<u>Asian</u> 2.93	<u>Other</u> 5.00	<u>Total</u> <u>Response</u> 4.01
2.	3.42	3.54	3.00	2.93	3.25	3.50
3.	3.00	3.06	2.61	2.86	2.00	2.93
4.	3.58	3.39	3.06	2.38	2.25	3.24
5.	4.33	4.25	3.41	2.50	2.25	4.00
6.	4.25	4.24	3.33	3.50	3.25	4.07
7.	4.17	4.18	3.05	2.64	3.25	3.93
8.	4.00	4.14	3.28	3.29	3.25	3.97
9.	4.50	4.25	3.89	3.29	3.50	4.14
10.	3.58	3.84	3.17	2.79	3.00	3.66
11.	4.58	4.25	3.12	3.29	3.50	4.08
12.	3.67	3.84	2.71	2.79	3.00	3.56
13.	4.17	4.15	3.10	3.50	4.00	4.00
14.	3.75	3.95	2.89	3.93	3.25	3.81
15.	3.58	3.78	2.89	3.14	4.00	3.64
16.	3.08	3.33	2.50	3.14	2.50	3.20
17.	2.75	3.27	2.67	2.15	2.75	3.14
18.	3.50	3.40	2.67	2.71	2.25	3.25
19.	2.75	3.25	2.74	2.86	1.75	3.10
20.	4.25	3.90	3.50	3.86	3.25	3.86
21.	3.58	3.84	3.05	3.29	3.25	3.71
22.	4.50	4.04	3.72	3.36	3.00	3.97
23.	4.00	4.18	3.47	3.64	3.75	4.04
24.	3.00	3.48	3.47	3.43	3.25	3.44
25.	3.75	3.83	3.18	3.79	3.67	3.77
	—	—	K-8 —	—	—	—
Total	3.76	3.82	3.11	3.10	3.12	3.69
N=	12	142	19	387	14	4
						191

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
COMPARISON
ELEMENTARY

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	4.09	4.82	3.88	4.59	3.90	4.92	4.05	4.67	4.17	5.00	3.99	1.64
2.	3.90	4.36	3.85	4.27	3.90	4.46	3.62	4.00	4.19	4.17	3.84	4.29
3.	2.53	3.00	3.01	2.96	2.95	2.83	2.94	3.33	3.42	3.50	2.94	2.98
4.	3.31	3.00	3.60	3.40	3.43	4.00	3.78	3.33	3.93	3.53	3.71	3.41
5.	3.84	4.82	4.47	4.79	3.76	4.46	3.73	4.67	4.06	3.83	4.11	4.72
6.	4.16	4.45	4.06	4.68	4.00	4.54	3.82	4.67	4.13	5.00	4.03	4.67
7.	3.78	4.54	4.04	4.59	4.05	4.61	3.40	4.33	4.11	5.00	3.85	4.30
8.	4.00	4.64	3.89	4.47	3.95	4.61	3.61	4.33	3.55	4.67	3.82	4.50
9.	4.07	4.64	4.11	4.68	4.14	4.46	4.17	3.67	4.08	4.67	4.11	4.64
10.	3.27	4.64	3.84	4.50	3.60	4.54	3.67	4.33	3.47	5.00	3.64	4.52
11.	3.52	4.82	4.42	4.81	3.70	4.61	3.57	4.67	4.00	3.83	3.99	4.75
12.	4.22	3.73	3.62	4.17	3.57	4.00	3.58	4.00	3.47	4.50	3.70	4.16
13.	4.36	4.27	4.28	4.48	4.43	4.54	4.06	4.67	4.06	4.33	4.23	4.48
14.	3.70	4.36	3.92	4.38	3.52	4.38	3.77	4.33	3.98	4.50	3.87	4.39
15.	3.99	3.61	3.64	4.39	3.52	4.38	3.88	4.33	3.85	4.17	3.73	4.32
16.	4.03	3.45	3.75	3.67	3.67	4.23	3.39	3.00	4.00	4.80	3.74	3.67
17.	3.90	4.09	3.57	4.12	3.33	4.17	3.39	4.00	3.32	4.50	3.55	4.13
18.	3.62	4.27	3.60	4.51	3.19	4.31	3.57	4.67	4.21	4.67	3.58	4.48
19.	3.03	4.09	3.29	4.04	3.48	4.08	3.67	4.33	3.91	4.17	3.40	4.06
20.	3.55	4.64	3.97	4.68	3.43	4.46	3.65	4.33	3.59	4.50	3.73	4.67
21.	3.94	4.54	4.28	4.55	3.48	4.77	4.20	4.00	4.36	5.00	4.14	4.57
22.	3.49	4.18	3.76	4.25	3.48	4.54	3.70	3.67	4.08	4.60	3.71	4.28
23.	4.03	4.54	4.25	4.58	3.81	4.92	3.89	4.00	4.39	4.67	4.12	4.60
24.	3.94	4.36	4.03	4.46	3.50	4.69	3.80	3.33	4.08	4.67	3.94	4.48
25.	3.41	4.30	3.64	3.99	3.48	4.27	3.53	4.00	4.02	5.00	3.60	4.08
Total	3.74	4.28	3.88	4.32	3.65	4.40	3.70	4.11	3.93	4.47	3.80	4.31
	88	11	201	127	21	13	101	3	47	6	458	160

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
COMPARISON
JUNIOR HIGH

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	4.24	4.14	4.42	4.81	3.99	5.00	4.49	5.00	4.53	4.00	4.39	4.77
2.	3.19	3.57	3.41	4.15	3.31	4.00	3.54	3.40	3.47	3.67	3.47	4.13
3.	2.27	3.14	2.21	3.20	2.07	3.00	2.45	2.40	2.53	3.17	2.25	3.18
4.	3.02	4.00	2.98	3.69	2.71	3.00	3.21	4.00	3.30	3.33	3.01	3.70
5.	3.70	4.57	4.07	4.65	3.35	5.00	4.09	5.00	3.74	4.17	3.95	4.11
6.	3.75	4.43	3.65	4.65	3.57	5.00	4.15	4.66	3.84	4.00	3.73	4.62
7.	3.61	4.86	3.63	4.47	3.46	4.00	3.68	4.00	3.56	3.50	2.61	4.41
8.	3.28	4.57	3.38	4.58	3.39	4.00	3.55	4.00	3.33	3.83	3.35	4.50
9.	4.02	4.43	4.09	4.65	4.14	4.00	4.02	4.40	3.78	3.83	4.07	4.60
10.	2.60	4.71	2.92	4.31	2.44	5.00	3.39	4.00	2.99	4.00	2.92	4.30
11.	3.69	4.86	3.94	4.64	3.28	4.00	3.66	4.50	2.46	4.33	3.79	4.63
12.	3.51	4.86	3.38	4.14	2.98	5.00	3.79	4.40	3.57	4.17	3.40	4.18
13.	3.90	4.30	3.82	4.52	3.86	4.00	3.84	5.00	3.61	4.40	3.79	4.48
14.	3.04	4.86	3.36	4.37	2.99	4.00	3.30	4.60	3.31	4.00	5.30	4.37
15.	3.04	3.86	3.20	3.88	2.91	5.00	3.42	4.60	3.29	3.50	3.24	4.24
16.	3.38	3.86	3.11	3.81	3.06	4.00	3.48	3.80	3.11	4.00	3.17	3.82
17.	3.38	4.29	3.37	4.07	3.25	3.00	3.29	4.40	3.28	3.50	3.34	4.07
18.	2.89	3.43	2.85	4.07	2.50	3.00	3.04	4.60	2.64	3.33	2.83	4.00
19.	2.65	3.14	2.63	3.69	2.50	3.00	2.94	4.00	2.58	3.50	2.67	3.66
20.	3.66	4.57	3.62	4.50	3.37	3.00	3.74	4.80	3.39	4.17	3.60	4.50
21.	3.23	4.43	3.61	4.60	3.19	5.00	3.74	5.00	3.34	4.17	3.59	4.59
22.	3.94	4.14	3.85	4.44	3.61	5.00	3.69	5.00	3.41	4.00	3.79	4.42
23.	3.94	4.43	4.06	4.67	3.65	5.00	3.94	5.00	3.87	4.17	3.99	4.64
24.	3.27	4.29	3.35	4.29	3.21	3.00	3.56	4.40	3.41	3.67	3.37	4.28
25.	3.38	3.57	3.44	4.29	3.12	5.00	3.81	4.60	3.42	3.50	3.45	4.24
Total	3.39	4.19	3.45	4.30	3.20	4.00	3.60	4.43	3.40	3.81	3.44	4.26
N=	103	7	989	149	157	1	236	5	94	6	1579	168

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
COMPARISON
SENIOR HIGH

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	4.05	4.25	4.08	4.22	3.73	3.28	4.26	2.93	3.53	5.00	3.95	4.01
2.	3.14	3.42	3.15	3.54	2.96	3.00	3.27	2.93	2.67	3.25	3.07	3.50
3.	2.30	3.00	2.16	3.06	2.05	2.61	2.50	2.86	1.94	2.00	2.15	2.93
4.	3.08	3.58	2.84	3.39	3.16	3.06	2.92	2.38	2.69	2.25	2.97	3.24
5.	3.29	4.33	3.79	4.25	3.47	3.41	3.58	2.50	3.57	2.25	3.48	4.00
6.	3.78	4.25	3.52	4.24	3.47	3.33	3.55	3.50	3.58	3.25	3.54	4.07
7.	3.45	4.17	3.21	4.18	3.34	3.05	3.18	2.64	3.25	3.25	3.29	3.93
8.	3.15	4.00	3.03	4.14	2.98	3.28	3.04	3.29	2.48	3.25	3.00	3.97
9.	3.95	4.50	3.70	4.25	3.73	3.89	3.62	3.29	3.79	3.50	3.59	4.14
10.	2.92	3.58	2.86	3.84	2.43	3.17	2.89	2.79	2.42	3.00	2.71	3.66
11.	3.09	4.58	3.51	4.25	3.28	3.12	3.20	3.29	3.25	3.50	3.35	4.08
12.	3.43	3.67	3.03	3.84	2.76	2.71	3.53	2.79	2.76	3.00	3.02	3.56
13.	3.46	4.17	3.23	4.15	3.66	3.10	3.04	3.50	3.45	4.00	3.40	4.00
14.	2.97	3.75	2.93	3.95	3.02	2.89	2.89	3.93	2.60	3.25	2.95	3.81
15.	2.89	3.58	2.57	3.78	2.82	2.89	2.91	3.14	2.25	4.00	2.70	3.64
16.	2.76	3.08	2.10	3.33	2.89	2.50	2.64	3.14	2.48	2.50	2.48	3.20
17.	2.57	2.75	2.48	3.27	2.87	2.67	2.67	2.15	2.98	2.75	2.80	3.14
18.	2.95	3.50	3.14	3.40	2.52	2.67	3.14	2.71	2.81	2.25	3.02	3.25
19.	2.73	2.75	2.62	3.23	2.50	2.74	2.82	2.86	2.36	1.75	2.60	3.10
20.	3.49	4.25	3.61	3.90	3.23	3.50	3.47	3.86	3.49	3.25	3.41	3.86
21.	2.90	3.58	3.14	3.84	2.93	3.05	3.28	3.29	2.83	3.25	3.07	3.71
22.	3.56	4.50	3.88	4.04	3.64	3.72	3.68	3.36	3.78	3.00	3.74	3.97
23.	3.56	4.00	3.83	4.18	4.02	3.47	3.70	3.64	3.73	3.75	3.83	4.04
24.	2.99	3.00	2.82	3.48	3.43	3.47	3.11	3.43	3.04	3.25	3.28	3.44
25.	3.19	3.75	2.79	3.83	3.26	3.18	3.29	3.79	3.09	3.67	3.02	3.77
Total	3.19	3.76	3.11	3.82	3.12	3.11	3.20	3.10	2.98	3.12	3.12	3.69
N=	161	12	487	142	323	19	55	14	49	4	1075	191

JUSTICE SURVEY

Average Response
Student
Treatment
Elementary

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	3.48	4.06	4.20	3.32	3.87	3.93
2.	4.10	3.82	3.83	3.67	3.99	3.84
3.	2.25	2.15	2.77	2.32	2.43	2.39
4.	3.48	3.01	3.00	3.50	3.14	3.15
5.	4.25	4.47	3.80	3.90	3.98	4.12
6.	3.45	3.70	3.85	3.95	4.13	3.82
7.	3.60	3.85	3.65	3.73	3.73	3.74
8.	3.57	3.71	3.43	3.58	3.59	3.59
9.	3.98	4.20	4.00	4.02	4.00	4.07
10.	3.75	3.79	3.30	3.70	3.65	3.62
11.	3.72	4.09	3.55	3.82	3.60	3.81
12.	3.74	3.58	3.50	3.37	3.35	3.51
13.	4.11	3.88	3.91	3.98	4.21	3.92
14.	3.28	3.50	3.25	3.64	3.71	3.47
15.	3.41	3.20	3.09	3.50	3.63	3.28
16.	3.39	3.07	3.51	3.33	3.31	3.29
17.	3.06	3.33	3.24	2.97	3.17	3.22
18.	2.84	3.32	2.80	2.90	3.11	3.05
19.	2.74	2.97	2.75	2.77	3.10	2.88
20.	2.87	3.34	3.19	3.10	3.25	3.22
21.	3.25	3.83	3.40	3.68	3.64	3.62
22.	3.45	3.74	2.98	3.57	3.43	3.43
23.	4.13	3.99	3.98	3.80	4.06	3.98
24.	3.49	3.68	3.47	3.18	3.92	3.64
25.	<u>3.57</u>	<u>3.28</u> K-12	<u>3.75</u>	<u>3.38</u>	<u>3.82</u>	<u>3.51</u>
Total	3.48	3.59	3.44	3.50	3.60	3.52

JUSTICE SURVEY

Average Response
Student
Treatment
Junior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.10	4.14	4.27	3.99	4.02	3.99
2.	3.37	3.39	3.47	3.40	3.21	3.37
3.	2.31	2.15	2.34	2.62	2.32	2.23
4.	3.06	2.29	3.22	3.10	3.27	3.02
5.	3.65	3.79	3.40	3.52	4.02	3.68
6.	3.68	3.50	3.49	3.60	3.59	3.53
7.	3.48	3.42	3.52	3.27	3.33	3.41
8.	3.40	3.27	3.38	3.23	3.25	3.30
9.	3.78	3.88	3.95	3.57	3.75	3.82
10.	2.61	2.75	2.67	2.99	2.68	2.74
11.	3.37	3.70	3.25	3.47	3.38	3.57
12.	3.22	3.04	3.19	3.42	3.28	3.14
13.	3.83	3.70	3.90	3.80	3.75	3.75
14.	3.06	3.08	3.28	3.11	3.14	3.10
15.	2.93	2.84	3.05	3.08	2.95	2.91
16.	3.02	2.78	3.25	2.45	3.89	2.89
17.	3.20	3.12	3.20	2.94	3.00	3.07
18.	2.51	2.40	2.60	2.75	2.40	2.48
19.	2.51	2.30	2.71	2.69	2.29	2.40
20.	3.35	3.24	3.39	3.37	3.17	3.28
21.	3.27	3.25	3.39	3.31	3.21	3.33
22.	3.38	3.50	3.45	3.33	3.54	3.47
23.	3.80	3.72	3.69	3.60	3.71	3.71
24.	3.14	2.98	3.31	3.27	3.05	3.07
25.	<u>3.19</u>	<u>3.23</u>	<u>3.43</u>	<u>3.53</u>	<u>4.44</u>	<u>3.27</u>
Total	3.27	3.20	3.31	3.29	3.20	3.22

K-13

JUSTICE SURVEY

Average Response
Student
Treatment
Senior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	3.99	4.13	4.27	4.17	4.08	4.14
2.	3.24	3.17	3.40	3.24	2.90	3.22
3.	2.06	1.80	1.90	1.99	1.93	1.87
4.	2.87	2.60	2.92	2.94	2.84	2.73
5.	3.77	3.91	3.50	3.80	3.35	3.77
6.	3.49	3.51	3.39	3.58	3.37	3.49
7.	3.40	3.23	3.35	3.30	3.19	3.28
8.	3.15	2.97	3.15	3.10	2.90	3.03
9.	3.75	3.61	3.89	3.64	3.64	3.59
10.	2.70	2.80	2.55	3.03	2.70	2.77
11.	3.48	3.74	3.35	3.59	3.34	3.56
12.	3.13	2.98	2.95	3.32	2.81	3.05
13.	3.27	3.17	3.61	3.32	3.00	3.25
14.	3.07	2.84	3.03	3.05	3.04	2.94
15.	2.78	2.60	2.69	2.82	2.57	2.67
16.	2.75	2.33	2.89	2.60	2.57	2.53
17.	2.82	2.75	2.87	2.45	2.47	2.80
18.	2.95	3.13	2.74	2.70	2.79	2.95
19.	2.77	2.50	2.59	2.50	2.40	2.53
20.	3.47	3.51	3.30	3.50	3.23	3.44
21.	3.37	3.31	3.41	3.34	3.17	3.34
22.	3.60	3.75	3.77	3.77	3.55	3.73
23.	3.74	3.92	3.95	3.83	3.85	3.90
24.	3.16	3.02	3.08	3.28	3.02	3.09
25.	<u>2.91</u>	<u>2.63</u>	K-14 <u>2.99</u>	<u>2.88</u>	<u>2.80</u>	<u>2.84</u>
Total	3.19	3.11	3.18	393 3.19	3.01	3.14

JUSTICE SURVEY

Average Response
Staff
Treatment
Elementary

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	5.00	4.48	4.57	5.00	5.00	4.50
2.	4.50	3.99	4.14	5.00	5.00	4.03
3.	3.00	2.66	3.80	3.50	4.00	2.77
4.	3.75	3.25	4.29	7.50	5.00	3.39
5.	4.50	4.64	4.21	5.00	5.00	4.61
6.	4.50	4.35	4.64	4.50	5.00	4.38
7.	4.50	4.21	4.36	4.50	5.00	4.23
8.	4.50	4.20	4.57	5.00	5.00	4.25
9.	4.50	4.53	4.86	5.00	5.00	4.57
10.	4.50	4.28	4.29	4.50	5.00	4.29
11.	4.50	4.57	4.43	5.00	5.00	4.57
12.	4.50	3.96	3.79	5.00	5.00	3.98
13.	5.00	4.21	4.21	4.50	5.00	4.23
14.	4.50	4.04	4.36	5.00	5.00	4.10
15.	4.25	3.98	3.93	4.50	5.00	3.99
16.	4.50	3.23	3.50	4.00	5.00	3.31
17.	4.25	3.68	4.07	4.00	5.00	3.74
18.	4.50	4.18	4.43	5.00	5.00	4.23
19.	4.50	3.81	4.00	3.50	5.00	3.84
20.	4.50	4.38	4.36	5.00	5.00	4.20
21.	4.50	4.16	3.85	5.00	5.00	4.12
22.	4.25	4.16	4.00	5.00	4.00	4.16
23.	4.50	4.54	4.36	5.00	5.00	4.53
24.	4.50	4.35	4.14	5.00	5.00	4.34
25.	<u>3.50</u>	<u>3.73</u>	<u>4.21</u>	<u>4.50</u>	<u>5.00</u>	<u>3.79</u>
Total	4.37	4.06	4.21	4.60	4.92	4.09

K-15

394

JUSTICE SURVEY

Average Response
Staff
Treatment
Junior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	5.00	4.32	3.93	3.80	4.40	4.29
2.	4.33	3.80	3.50	3.00	3.00	3.70
3.	3.17	2.94	2.79	2.60	2.10	2.88
4.	3.17	3.37	2.50	3.10	4.00	3.23
5.	3.50	4.57	3.07	3.30	4.00	4.12
6.	4.67	4.37	3.71	3.20	4.40	4.25
7.	4.83	4.32	3.50	3.20	4.40	4.20
8.	3.40	4.37	3.36	3.40	4.50	4.20
9.	5.00	4.43	3.50	2.50	4.50	4.25
10.	4.50	4.05	3.50	3.10	3.70	3.94
11.	4.40	4.44	3.46	3.00	4.00	4.22
12.	4.33	3.51	3.14	2.80	3.90	3.50
13.	4.17	4.24	3.43	3.50	3.60	4.10
14.	4.00	4.04	3.57	3.60	3.50	3.92
15.	4.50	3.93	3.50	3.20	3.20	3.82
16.	2.67	3.11	3.43	3.10	3.70	3.15
17.	4.17	3.30	3.00	3.60	2.60	3.37
18.	4.17	3.42	3.07	2.80	2.60	3.34
19.	3.67	3.23	3.21	2.90	2.90	3.20
20.	4.83	4.19	3.54	3.00	3.50	4.03
21.	4.80	4.16	3.71	2.90	3.40	4.01
22.	4.20	4.04	3.50	3.20	3.80	3.92
23.	4.33	4.27	3.64	4.00	3.90	4.18
24.	3.67	3.83	3.29	3.55	3.60	3.75
25.	<u>4.67</u>	<u>3.77</u>	<u>3.57</u>	<u>2.30</u>	<u>3.40</u>	<u>3.68</u>
Total	4.16	3.92	3.37	3.14	3.58	3.80

K-16

JUSTICE SURVEY

Average Response
Staff
Treatment
Senior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.83	4.75	4.60	3.00	4.29	4.70
2.	3.75	3.82	3.60	4.00	3.00	3.71
3.	2.77	3.32	3.70	2.00	2.94	3.27
4.	4.23	3.76	3.90	2.50	3.65	3.78
5.	4.46	4.56	3.90	5.00	4.00	4.50
6.	4.61	4.53	4.50	4.50	4.59	4.51
7.	4.61	4.92	4.50	2.50	4.59	4.45
8.	4.38	4.41	4.40	2.00	4.70	4.40
9.	4.46	4.43	4.40	2.00	4.70	4.43
10.	4.08	4.15	3.70	4.00	4.29	4.13
11.	4.00	4.49	4.00	4.50	4.00	4.39
12.	4.31	3.90	3.90	4.50	3.81	3.92
13.	3.92	4.34	4.00	4.50	3.59	4.24
14.	4.31	4.25	4.10	2.00	4.29	4.24
15.	4.00	4.10	4.00	2.00	3.70	4.00
16.	3.31	3.49	3.40	2.00	2.50	3.40
17.	4.00	3.54	3.50	5.00	3.00	3.53
18.	4.08	3.85	3.89	4.00	3.00	3.80
19.	3.46	3.38	3.55	4.00	2.82	3.35
20.	4.15	4.20	3.80	4.00	3.53	4.12
21.	4.25	4.26	4.20	4.00	3.94	4.23
22.	4.23	4.26	3.67	4.50	3.87	4.20
23.	4.31	4.44	4.10	5.00	4.18	4.40
24.	3.92	3.71	3.80	3.50	3.12	3.70
25.	4.38	4.21	K-17 4.10	2.50	3.81	4.17
	4.11	4.10	3.98	3.50	3.77	4.07

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
TREATMENT
ELEMENTARY

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	3.48	5.00	4.06	4.48	4.20	4.57	3.32	5.00	3.87	5.00	3.93	4.50
2.	4.10	4.50	3.82	3.99	3.38	4.14	3.67	5.00	3.99	5.00	3.84	4.03
3.	2.25	3.00	2.15	2.66	2.77	3.80	2.32	3.50	2.43	4.00	2.39	2.77
4.	3.48	3.75	3.01	3.25	3.00	4.29	3.50	7.50	3.14	5.00	3.15	3.39
5.	4.25	4.50	4.47	4.64	3.80	4.21	3.90	5.00	3.98	5.00	4.12	4.61
6.	3.45	4.50	3.70	4.35	3.85	4.64	3.95	4.50	4.13	5.00	3.82	4.38
7.	3.60	4.50	3.95	4.21	3.65	4.36	3.73	4.50	3.73	5.00	3.74	4.22
8.	3.57	4.50	3.71	4.20	3.43	4.57	3.58	5.00	3.59	5.00	3.59	4.25
9.	3.98	4.50	4.20	4.53	4.00	4.86	4.02	5.00	4.00	5.00	4.07	4.57
10.	3.75	4.50	3.79	4.28	3.30	4.29	3.70	4.50	3.65	5.00	3.62	4.29
11.	3.72	4.50	4.09	4.57	3.55	4.43	3.82	5.00	3.60	5.00	3.81	4.57
12.	3.74	4.50	3.58	3.96	3.50	3.79	3.37	5.00	3.35	5.00	3.51	3.98
13.	4.11	5.00	3.88	4.21	3.91	4.21	3.98	4.50	4.21	5.00	3.92	4.23
14.	3.28	4.50	3.50	4.04	3.25	4.36	3.64	5.00	3.71	5.00	3.47	4.10
15.	3.41	4.25	3.20	3.98	3.09	3.93	3.50	4.50	3.63	5.00	3.28	3.99
16.	3.39	4.50	3.07	3.23	3.51	3.50	3.33	4.00	3.31	5.00	3.29	3.31
17.	3.06	4.25	3.13	3.68	3.24	4.07	2.97	4.00	3.17	5.00	3.22	3.74
18.	2.84	4.50	3.32	4.18	2.80	4.43	2.90	5.00	3.11	5.00	3.05	4.22
19.	2.74	4.50	2.97	3.81	2.75	4.00	2.77	3.50	3.10	5.00	2.88	3.84
20.	2.87	4.50	3.34	4.38	3.19	4.36	3.10	5.00	3.25	5.00	3.22	4.20
21.	3.25	4.50	3.83	4.16	3.40	3.85	3.68	5.00	3.64	5.00	3.62	4.12
22.	3.45	4.25	3.74	4.16	2.98	4.00	3.57	5.00	3.43	4.00	3.43	4.16
23.	4.13	4.50	3.99	4.54	3.98	4.36	3.80	5.00	4.06	5.00	3.98	4.53
24.	3.49	4.50	3.68	4.35	3.47	4.14	3.18	5.00	3.92	5.00	3.64	4.34
25.	3.57	3.50	3.28	3.73	3.75	4.21	3.38	4.50	3.82	5.00	3.51	3.79
Total	3.48	4.37	3.59	4.06	3.44	4.21	3.50	4.60	3.60	4.92	3.52	4.09
N=	44	4	230	136	171	14	75	2	67	1	587	157

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
TREATMENT
JUNIOR HIGH

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	4.10	5.00	4.14	4.32	4.27	3.93	3.99	3.80	4.02	4.40	3.99	4.29
2.	3.37	4.33	3.39	3.80	3.47	3.50	3.40	3.00	3.21	3.00	3.37	3.70
3.	2.31	3.17	2.15	2.94	2.34	2.79	2.62	2.60	2.52	2.10	2.23	2.88
4.	3.06	3.17	2.29	3.37	3.22	2.50	3.10	3.10	3.27	4.00	3.02	3.23
5.	3.65	3.50	3.79	4.57	3.40	3.07	3.52	3.30	4.02	4.00	3.68	4.12
6.	3.68	4.67	3.50	4.37	3.49	3.71	3.60	3.20	3.59	4.40	3.53	4.25
7.	3.48	4.83	3.42	4.32	3.52	3.50	3.27	3.20	3.33	4.40	3.41	4.20
8.	3.40	3.40	3.27	4.37	3.38	3.36	3.23	3.40	3.25	4.50	3.30	4.20
9.	3.72	5.00	3.88	4.43	3.95	3.50	3.57	2.50	3.75	4.50	3.82	4.25
10.	2.61	4.50	2.75	4.05	2.67	3.50	2.99	3.10	2.68	3.70	2.74	3.94
11.	3.37	4.40	3.70	4.44	3.25	3.46	3.47	3.00	3.38	4.00	3.57	4.22
12.	3.22	4.33	3.04	3.51	3.19	3.14	3.42	2.80	3.28	3.90	3.14	3.50
13.	3.83	4.17	3.70	4.24	3.90	3.43	3.80	3.50	3.75	3.60	3.75	4.10
14.	3.06	4.00	3.08	4.04	3.28	3.57	3.11	3.60	3.14	3.50	3.10	3.92
15.	2.93	4.50	2.84	3.93	3.05	3.50	3.08	3.20	2.95	3.20	2.91	3.82
16.	3.02	2.67	2.78	3.11	3.25	3.43	2.45	3.10	3.89	3.70	2.89	3.15
17.	3.20	4.17	3.12	3.30	3.20	3.00	2.94	3.60	3.00	2.60	3.07	3.37
18.	2.51	4.17	2.40	3.42	2.60	3.07	2.75	2.80	2.40	2.60	2.48	3.34
19.	2.51	3.67	2.30	3.23	2.71	3.21	2.69	2.90	2.29	2.90	2.40	3.20
20.	3.35	4.83	3.24	4.19	3.39	3.54	3.37	3.00	3.17	3.50	3.28	4.03
21.	3.27	4.80	3.25	4.16	3.39	3.71	3.31	2.90	3.21	3.40	3.33	4.01
22.	3.38	4.20	3.50	4.04	3.45	3.50	3.33	3.20	3.54	3.80	3.47	3.92
23.	3.80	4.33	3.72	4.27	3.69	3.64	3.60	4.00	3.71	3.90	3.71	4.18
24.	3.14	3.67	2.98	3.83	3.31	3.29	3.27	3.55	3.05	3.60	3.07	3.75
25.	3.19	4.67	3.23	3.77	3.43	3.57	3.53	2.30	4.44	3.40	3.27	3.68
Total	3.27	4.16	3.20	3.92	3.31	3.37	3.29	3.14	3.20	3.58	3.22	3.80
N=	281	6	1297	127	225	14	268	10	184	10	2255	167

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
TREATMENT
SENIOR HIGH

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	3.99	4.83	4.13	4.75	4.27	4.60	4.17	3.00	4.08	4.29	4.14	4.70
2.	3.24	3.75	3.17	3.82	3.40	3.60	3.24	4.00	2.90	3.00	3.22	3.71
3.	2.06	2.77	1.80	3.32	1.90	3.70	1.99	2.00	1.93	2.94	1.87	3.27
4.	2.87	4.23	2.60	3.76	2.92	3.90	2.94	2.50	2.84	3.65	2.73	3.78
5.	3.77	4.46	3.91	4.56	3.50	3.90	3.80	5.00	3.35	4.00	3.77	4.50
6.	3.49	4.61	3.51	4.53	3.39	4.50	3.58	4.50	3.37	4.59	3.49	4.51
7.	3.40	4.61	3.23	4.92	3.35	4.50	3.30	2.50	3.19	4.59	3.28	4.00
8.	3.15	4.38	2.97	4.41	3.15	4.40	3.10	2.00	2.90	4.70	3.03	4.40
9.	3.75	4.46	3.61	4.43	3.89	4.40	3.64	2.00	3.64	4.70	3.59	4.43
10.	2.70	4.08	2.80	4.15	2.55	3.70	3.03	4.00	2.70	4.29	2.77	4.13
11.	3.48	4.00	3.74	4.49	3.35	4.00	3.59	4.50	3.34	4.00	3.56	4.39
12.	3.13	4.31	2.98	3.90	2.95	3.90	3.32	4.50	2.81	3.81	3.05	3.92
13.	3.27	3.92	3.17	4.34	3.61	4.00	3.32	4.50	3.00	3.59	3.25	4.24
14.	3.07	4.31	2.84	4.26	3.03	4.10	3.05	2.00	3.04	4.29	2.94	4.24
15.	2.78	4.00	2.60	4.10	2.69	4.00	2.82	2.00	2.57	3.70	2.67	4.00
16.	2.75	3.31	2.33	3.49	2.89	3.40	2.60	2.00	2.57	2.50	2.53	3.40
17.	2.82	4.00	2.75	3.54	2.87	3.50	2.45	5.00	2.47	3.00	2.80	3.53
18.	2.95	4.08	3.13	3.85	2.74	3.89	2.70	4.00	2.79	3.00	2.95	3.00
19.	2.77	3.46	2.50	3.38	2.59	3.55	2.50	4.00	2.40	2.82	2.53	3.35
20.	3.47	4.15	3.51	4.20	3.30	3.80	3.50	4.00	3.21	3.53	3.44	4.12
21.	3.37	4.25	3.31	4.26	3.41	4.20	3.34	4.00	3.17	3.94	3.34	4.23
22.	3.60	4.23	3.75	4.26	3.77	3.67	3.77	4.50	3.56	3.87	3.73	4.20
23.	3.74	4.31	3.92	4.44	3.95	4.10	3.83	5.00	3.85	4.18	3.90	4.40
24.	3.16	3.92	3.02	3.71	3.08	3.80	3.28	3.50	3.02	3.12	3.09	3.70
25.	2.91	4.38	2.63	4.21	2.99	4.10	2.88	2.50	2.80	3.31	2.84	4.17
Total	3.19	4.11	3.11	4.10	3.18	3.98	3.19	3.50	3.01	3.77	3.14	4.07
N=	142	13	758	171	302	10	205	2	103	17	1510	213

JUSTICE SURVEY

Average Response
STUDENT
Combined Total
Elementary

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	3.89	3.98	4.16	3.73	4.00	3.97
2.	3.97	3.83	3.94	3.64	4.07	3.84
3.	2.43	2.55	2.79	2.67	2.84	2.63
4.	3.37	3.30	3.05	3.65	3.47	3.34
5.	3.98	4.47	3.80	3.80	4.00	4.12
6.	3.92	3.88	3.87	3.88	4.13	3.90
7.	3.71	3.93	3.70	3.53	3.89	3.71
8.	3.85	3.80	3.50	3.60	3.58	3.73
9.	4.03	4.15	4.01	4.10	4.03	4.01
10.	3.43	3.81	3.33	3.69	3.58	3.62
11.	3.60	4.24	3.58	3.69	3.77	3.89
12.	4.06	3.60	3.50	3.49	3.40	3.60
13.	4.29	4.07	3.97	4.02	4.15	4.07
14.	3.57	3.70	3.29	3.71	3.82	3.64
15.	3.80	3.40	3.13	3.72	3.72	3.50
16.	3.81	3.40	3.52	3.37	3.60	3.49
17.	3.62	3.44	3.25	3.20	3.23	3.38
18.	3.35	3.45	2.84	3.29	3.58	3.32
19.	2.93	3.11	2.83	4.54	3.43	3.10
20.	3.32	3.63	3.21	3.41	3.40	3.43
21.	3.71	4.04	3.40	3.98	3.93	3.87
22.	3.48	3.75	3.02	3.64	3.70	3.63
23.	4.06	4.10	3.95	3.85	4.19	4.04
24.	3.79	3.84	K-21 3.47	3.80	4.00	3.78
25.	3.47	3.44	3.72	3.47	3.90	3.55
	<u>3.85</u>	<u>3.71</u>	<u>3.48</u>	<u>3.60</u>	<u>3.73</u>	<u>3.64</u>

JUSTICE SURVEY

Average Response
Student
Combined Total
Junior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.13	4.27	4.15	4.22	4.20	4.23
2.	3.32	3.40	3.40	3.47	3.30	3.34
3.	2.30	2.18	2.22	2.54	2.40	2.27
4.	3.05	2.94	3.01	3.15	3.24	2.99
5.	3.67	3.90	3.39	3.79	3.58	3.80
6.	3.70	3.57	3.51	3.85	3.67	3.61
7.	3.51	3.51	3.50	3.47	3.41	3.50
8.	3.37	3.31	3.39	3.39	3.29	3.33
9.	3.84	3.97	4.02	3.78	3.77	3.92
10.	2.60	2.82	2.57	3.18	2.79	2.82
11.	3.38	3.80	3.27	3.55	3.40	3.64
12.	3.30	3.20	3.10	3.60	3.38	3.23
13.	3.85	3.75	3.90	3.82	3.70	3.75
14.	3.06	3.20	3.15	3.20	3.20	3.19
15.	2.97	3.00	3.00	3.24	3.07	3.03
16.	3.11	2.91	3.17	3.23	2.97	2.98
17.	3.25	3.22	3.25	3.10	3.10	3.20
18.	2.61	2.59	2.55	2.90	2.49	2.62
19.	2.55	2.43	2.62	2.80	2.40	2.50
20.	3.43	3.40	3.35	3.54	3.24	3.41
21.	3.25	3.41	3.30	3.51	3.25	3.39
22.	3.52	3.64	3.51	3.50	3.50	3.60
23.	3.84	3.87	3.68	3.77	3.78	3.82
24.	3.18	3.13	3.28	3.40	3.19	3.20
25.	3.23	3.32	K-22 3.30	3.67	3.22	3.35
	—	—	—	—	—	—
	3.32	3.33	3.34	3.42	3.27	3.30

JUSTICE SURVEY

Average Response
Student
Combined Total
Senior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.01	4.11	4.00	4.19	3.90	4.07
2.	3.19	3.17	3.16	3.25	2.82	3.15
3.	2.20	1.93	1.00	2.10	1.93	2.13
4.	2.99	3.70	3.04	3.93	2.80	2.84
5.	3.51	3.87	3.50	3.75	3.42	3.70
6.	3.64	3.51	3.43	3.58	3.43	3.50
7.	3.42	3.22	3.34	3.29	3.20	3.29
8.	3.15	2.99	3.06	3.09	2.75	3.02
9.	3.87	3.64	3.80	3.63	3.70	3.71
10.	2.81	2.81	3.49	3.00	2.61	2.75
11.	3.28	3.65	3.31	3.50	3.31	3.50
12.	3.30	3.00	2.85	3.36	2.80	3.02
13.	3.38	3.19	3.63	3.19	3.14	3.31
14.	3.02	2.89	3.02	3.01	2.90	2.94
15.	2.83	2.60	2.75	2.84	2.47	2.68
16.	2.75	2.24	2.89	2.61	2.54	2.50
17.	2.70	2.64	3.87	2.50	2.50	2.69
18.	2.95	3.13	2.62	2.80	2.80	2.93
19.	2.74	2.55	2.53	2.57	2.38	2.55
20.	3.48	3.55	2.67	3.50	3.31	3.45
21.	3.12	3.24	3.17	3.33	3.06	3.20
22.	3.59	3.80	3.70	3.74	3.62	3.73
23.	3.64	3.89	3.99	3.81	3.81	3.88
24.	3.06	3.94	3.25	3.24	3.03	3.07
25.	3.05	2.70	K-23 3.13	2.95	2.89	2.88
Total	3.19	3.11	3.15	3.20	3.00	3.14

JUSTICE SURVEY

Average Response
Staff
Combined Total
Elementary

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.87	4.53	4.74	4.80	5.00	4.58
2.	4.40	4.13	4.30	4.40	4.29	4.15
3.	3.00	2.80	3.31	3.40	3.57	2.89
4.	3.20	3.33	4.16	3.40	3.57	3.40
5.	4.73	4.71	4.33	4.80	4.00	4.67
6.	4.46	4.51	4.60	4.60	5.00	4.52
7.	4.53	4.39	4.48	4.40	5.00	4.41
8.	4.60	4.33	4.60	4.60	4.71	4.37
9.	4.60	4.60	4.67	4.00	4.67	4.60
10.	4.46	4.39	4.41	4.40	5.00	4.58
11.	4.73	4.68	4.52	4.80	4.00	4.67
12.	3.93	4.06	3.89	4.25	4.57	4.08
13.	4.46	4.34	4.41	4.60	4.43	4.37
14.	4.40	4.20	4.37	4.60	4.57	4.23
15.	4.00	4.16	4.15	4.00	4.57	4.01
16.	3.73	3.44	3.85	3.40	4.83	3.52
17.	4.13	3.93	4.19	4.00	4.57	3.94
18.	4.33	4.34	4.37	4.80	4.71	4.35
19.	4.20	3.91	4.04	4.00	4.29	3.95
20.	4.60	4.52	4.41	4.60	4.57	4.52
21.	4.46	4.33	4.31	4.40	5.00	4.35
22.	4.20	4.21	4.26	4.20	4.50	4.21
23.	4.53	4.56	4.63	4.40	4.71	4.58
24.	4.40	4.40	4.41	3.75	4.71	4.39
25.	<u>4.07</u>	<u>3.85</u>	<u>4.24</u>	<u>4.20</u>	<u>5.00</u>	<u>3.91</u>
Total	4.29	4.19	4.30	4.29	4.53	4.20

K-24

JUSTICE SURVEY

Average Response
Staff
Combined Total
Junior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.53	4.59	4.00	4.20	4.25	4.50
2.	3.92	3.98	3.53	3.47	3.25	3.90
3.	3.15	3.08	2.80	2.73	2.50	3.01
4.	3.61	3.54	2.67	3.40	3.13	3.52
5.	4.15	4.50	3.20	3.87	4.06	4.42
6.	4.54	4.52	3.80	3.73	4.25	4.44
7.	4.85	4.40	3.53	3.47	4.06	4.32
8.	4.08	4.48	3.40	3.60	4.25	4.38
9.	4.67	4.55	3.70	3.13	4.25	4.43
10.	4.62	4.19	3.60	3.40	3.81	4.12
11.	4.67	4.54	3.33	3.53	4.13	4.42
12.	4.62	3.85	3.27	3.33	4.00	3.83
13.	4.08	4.39	3.47	4.00	3.69	4.29
14.	4.33	4.22	3.40	3.93	3.69	4.14
15.	4.15	4.11	3.60	3.67	3.31	4.03
16.	3.31	3.49	3.47	3.33	3.81	3.48
17.	4.23	3.78	3.00	3.87	2.94	3.72
18.	3.77	3.76	3.21	3.40	2.88	3.69
19.	3.39	3.48	3.20	3.27	3.13	3.43
20.	4.69	4.36	3.47	3.60	3.75	4.27
21.	4.58	4.39	3.73	3.60	3.69	4.30
22.	4.17	4.26	3.53	3.80	3.87	4.18
23.	4.38	4.48	3.67	4.33	4.00	4.41
24.	4.00	4.08	2.90	3.88	3.62	4.00
25.	<u>4.08</u>	<u>4.05</u>	<u>3.67</u>	<u>3.07</u>	<u>3.43</u>	<u>3.97</u>
Total	4.17	3.45	3.40	3.58	3.68	4.04

K-25

JUSTICE SURVEY

Average Response
Staff
Combined Total
Senior High

<u>Item</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>	<u>Total Response</u>
1.	4.54	4.50	3.75	2.93	4.43	4.39
2.	3.58	3.69	3.21	3.06	3.05	3.60
3.	2.88	3.20	3.00	2.25	2.75	3.10
4.	3.92	3.59	3.38	2.40	3.32	3.54
5.	4.40	4.42	3.59	2.81	3.67	3.97
6.	4.44	4.40	3.75	3.62	4.33	4.32
7.	4.40	4.33	3.55	2.62	4.33	4.21
8.	4.20	4.29	3.68	3.12	4.43	4.22
9.	4.48	4.35	4.07	3.12	4.48	4.30
10.	3.84	4.01	3.36	2.94	4.05	3.91
11.	4.28	4.38	3.44	3.44	3.90	4.22
12.	4.00	3.85	3.15	3.00	3.65	3.77
13.	4.04	4.26	3.41	3.62	3.67	4.10
14.	4.04	4.12	3.31	3.69	4.09	4.04
15.	3.80	3.95	3.28	3.00	3.76	3.84
16.	3.20	3.42	2.28	3.00	2.50	3.30
17.	3.40	3.42	2.96	2.53	2.95	3.32
18.	3.80	3.65	3.07	2.87	2.86	3.54
19.	3.12	3.32	3.00	3.00	2.62	3.23
20.	4.20	4.07	3.61	3.87	3.48	4.00
21.	3.92	4.07	3.46	3.37	3.81	3.99
22.	4.36	4.16	3.70	3.50	3.70	4.09
23.	4.16	4.32	3.69	3.81	4.09	4.23
24.	3.48	3.61	3.59	3.44	3.15	3.60
25.	<u>4.08</u>	<u>4.03</u>	<u>3.52</u>	<u>3.62</u>	<u>3.79</u>	<u>3.97</u>
Total	3.94	3.98	3.41	405 3.15	3.64	3.88

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT/STAFF
COMBINED TOTAL
ELEMENTARY

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	3.89	4.87	3.98	4.53	4.16	4.74	3.73	4.80	4.00	5.00	3.97	4.58
2.	3.97	4.40	3.83	4.13	3.84	4.30	3.64	4.40	4.07	4.29	3.84	4.15
3.	2.43	3.00	2.55	2.80	2.79	3.31	2.67	3.40	2.84	3.57	2.63	2.89
4.	3.37	3.20	3.30	3.33	3.05	4.16	3.65	3.40	3.47	3.57	3.34	3.40
5.	3.98	4.73	4.47	4.71	3.80	4.33	3.80	4.80	4.00	4.00	4.12	4.67
6.	3.92	4.46	3.88	4.51	3.87	4.60	3.88	4.60	4.13	5.00	3.90	4.52
7.	3.71	4.53	3.93	4.39	3.70	4.48	3.53	4.40	3.89	5.00	3.71	4.41
8.	3.45	4.60	3.80	4.33	3.50	4.60	3.60	4.60	3.58	4.71	3.73	4.37
9.	4.00	4.60	4.15	4.60	4.01	4.67	4.10	4.00	4.03	4.67	4.01	4.60
10.	3.43	4.46	3.81	4.39	3.33	4.41	3.69	4.40	3.58	5.00	3.62	4.58
11.	3.60	4.73	4.24	4.68	3.58	4.52	3.69	4.80	3.77	4.00	3.89	4.67
12.	4.06	3.93	3.60	4.06	3.50	3.89	3.49	4.25	3.40	4.57	3.60	4.08
13.	4.29	4.46	4.07	4.34	3.97	4.41	4.02	4.60	4.15	4.43	4.07	4.37
14.	3.57	4.40	3.70	4.20	3.29	4.37	3.71	4.60	3.82	4.57	3.64	4.23
15.	3.80	4.00	3.40	4.16	3.13	4.15	3.72	4.00	3.72	4.57	3.50	4.01
16.	3.81	3.73	3.40	3.44	3.52	3.85	3.37	3.40	3.60	4.83	3.49	3.52
17.	3.62	4.13	3.44	3.93	3.25	4.19	3.20	4.00	3.23	4.57	3.38	3.94
18.	3.35	4.33	3.45	4.34	2.84	4.37	3.29	4.80	3.58	4.71	3.32	4.35
19.	2.93	4.20	3.11	3.91	2.83	4.04	4.54	4.00	3.43	4.29	3.10	3.95
20.	3.32	4.60	3.63	4.52	3.21	4.41	3.41	4.60	3.40	4.57	3.45	4.52
21.	3.71	4.46	4.04	4.33	3.40	4.31	3.98	4.40	3.93	5.00	3.87	4.35
22.	3.48	4.20	3.75	4.21	3.02	4.26	3.64	4.20	3.70	4.50	3.63	4.21
23.	4.06	4.53	4.10	4.56	3.95	4.63	3.85	4.40	4.19	4.71	4.04	4.58
24.	3.79	4.40	3.84	4.40	3.47	4.41	3.80	3.75	4.00	4.71	3.78	4.39
25.	3.47	4.07	3.44	3.85	3.72	4.24	3.47	4.20	3.90	5.00	3.55	3.91
TOTAL	3.65	4.29	3.71	4.19	3.48	4.30	3.60	4.29	3.73	4.53	3.64	4.20
N=	132	15	431	263	192	27	176	5	114	7	1045	317

JUSTICE SURVEY
AVERAGE RESPONSE

STUDENT / STAFF
COMBINED TOTAL

JUNIOR HIGH

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	4.13	4.53	4.27	4.59	4.15	4.00	4.22	4.20	4.20	4.25	4.23	4.50
2.	3.32	3.92	3.40	3.98	3.40	3.53	3.47	3.47	3.30	3.25	3.34	3.90
3.	2.30	3.15	2.30	3.08	2.22	2.80	2.54	2.73	2.40	2.50	2.27	3.01
4.	3.05	3.61	3.05	3.54	3.01	2.67	3.15	3.40	3.24	3.13	2.99	3.52
5.	3.67	4.15	3.90	4.56	3.39	3.20	3.79	3.87	3.58	4.06	3.80	4.42
6.	3.70	4.54	3.57	4.52	3.51	3.80	3.85	3.73	3.67	4.25	3.61	4.44
7.	3.51	4.85	3.51	4.40	3.50	3.53	3.47	3.47	3.41	4.06	3.50	4.32
8.	3.37	4.08	3.31	4.48	3.39	3.40	3.39	3.60	3.29	4.25	3.33	4.7
9.	3.84	4.67	3.97	4.55	4.02	3.70	3.78	3.13	3.77	4.25	3.92	4.43
10.	2.60	4.62	2.82	4.19	2.57	3.60	3.18	3.40	2.79	3.81	2.82	4.12
11.	3.38	4.67	3.80	4.54	3.27	3.33	3.55	3.53	3.40	4.13	3.64	4.42
12.	3.30	4.62	3.20	3.85	3.10	3.27	3.60	3.33	3.38	4.00	3.23	3.83
13.	3.85	4.08	3.75	4.39	3.90	3.47	3.82	4.00	3.70	3.69	3.75	4.29
14.	3.06	4.33	3.20	4.22	3.15	3.40	3.20	3.93	3.20	3.69	3.19	4.14
15.	2.97	4.15	3.00	4.11	3.00	3.60	3.24	3.67	3.07	3.31	3.03	4.03
16.	3.11	3.31	2.91	3.49	3.17	3.47	3.23	3.33	2.97	3.81	2.98	3.48
17.	3.25	4.23	3.22	3.78	3.25	3.00	3.10	3.87	3.10	2.94	3.20	3.72
18.	2.61	3.77	2.59	3.76	2.55	3.21	2.90	3.40	2.49	2.88	2.62	3.69
19.	2.55	3.39	2.43	3.48	2.62	3.20	2.80	3.2	2.40	3.13	2.50	3.7
20.	3.43	4.69	3.40	4.36	3.35	3.47	3.54	3.60	3.24	3.75	3.41	4.27
21.	3.25	4.58	3.41	4.39	3.30	3.73	3.51	3.60	3.25	3.69	3.39	4.30
22.	3.52	4.17	3.64	4.26	3.51	3.53	3.50	3.80	3.50	3.87	3.60	4.18
23.	3.84	4.38	3.87	4.48	3.68	3.67	3.77	4.33	3.78	4.00	3.82	4.41
24.	3.18	4.00	3.13	4.08	3.28	2.90	3.40	3.88	3.19	3.62	3.20	4.00
25.	3.23	4.08	3.32	4.05	3.30	3.67	3.67	3.07	3.22	3.43	3.35	3.97
TOTAL	3.29	4.17	3.31	3.45	3.27	3.40	3.42	3.40	3.27	3.68	3.30	4.04
N=	384	13	384	2,286	382	15	504	15	278	16	3,834	335

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT / STAFF
COMBINED TOTAL
SENIOR HIGH

ITEM	HISPANIC		WHITE		BLACK		ASIAN		OTHER		TOTAL RESPONSE	
	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF	STUDENT	STAFF
1.	4.01	4.54	4.11	4.50	4.00	3.75	4.19	2.93	3.90	4.43	4.07	4.39
2.	3.19	3.58	3.17	3.69	3.16	3.21	3.25	3.06	2.82	3.05	3.15	3.60
3.	2.20	2.88	1.93	3.20	1.00	3.00	2.10	2.25	1.93	2.75	2.13	3.10
4.	2.99	3.92	3.70	3.59	3.04	3.38	3.93	2.40	2.80	3.38	2.84	3.54
5.	3.51	4.40	3.87	4.42	3.50	3.59	3.75	2.81	3.42	3.67	3.70	3.97
6.	3.64	4.44	3.51	4.40	3.43	3.75	3.58	3.62	3.43	4.33	3.50	4.32
7.	3.42	4.40	3.22	4.33	3.34	3.55	3.29	2.62	3.20	4.33	3.29	4.21
8.	3.15	4.20	2.99	4.29	3.06	3.68	3.09	3.12	2.75	4.43	3.02	4.22
9.	3.87	4.48	3.64	4.35	3.80	4.07	3.63	3.12	3.70	4.48	3.71	4.30
10.	2.81	3.84	2.81	4.01	3.49	3.36	3.00	2.94	2.61	4.05	2.75	3.91
11.	3.28	4.28	3.65	4.38	3.31	3.44	3.50	3.44	3.31	3.90	3.50	4.22
12.	3.30	4.00	3.00	3.85	2.85	3.15	3.36	3.00	2.80	3.65	3.02	3.77
13.	3.38	4.04	3.19	4.26	3.63	3.41	3.19	3.62	3.14	3.67	3.31	4.10
14.	3.02	4.04	2.89	4.12	3.02	3.31	3.01	3.69	2.90	4.09	2.94	4.04
15.	2.83	3.80	2.60	3.95	2.75	3.28	2.84	3.00	2.47	3.76	2.68	3.34
16.	2.75	3.20	2.24	3.42	2.89	2.28	2.61	3.00	2.54	2.50	2.50	3.30
17.	2.70	3.40	2.64	3.42	3.87	2.96	2.50	2.53	2.50	2.95	2.69	3.32
18.	2.95	3.80	3.13	3.65	2.62	3.07	2.80	2.87	2.80	2.86	2.93	3.54
19.	2.74	3.12	2.55	3.32	2.53	3.00	2.57	3.00	2.38	2.62	2.55	3.23
20.	3.48	4.20	3.55	4.07	2.67	3.61	3.50	3.87	3.31	3.48	3.45	4.00
21.	3.12	3.92	3.24	4.07	3.17	3.46	3.33	3.37	3.06	3.81	3.20	3.99
22.	3.59	4.36	3.80	4.16	3.70	3.70	3.74	3.50	3.62	3.70	3.73	4.09
23.	3.64	4.16	3.89	4.32	3.99	3.69	3.81	3.81	3.81	4.09	3.88	4.23
24.	3.06	3.48	3.94	3.61	3.25	3.59	3.24	3.44	3.03	3.15	3.07	3.60
25.	3.05	4.08	2.70	4.03	3.13	3.52	2.95	3.62	2.89	3.79	2.88	3.97
TOTAL	3.19	3.94	3.11	3.98	3.15	3.41	3.20	3.15	3.00	3.64	3.14	3.88
N=	303	25	1,245	313	625	29	260	16	152	21	2,585	404

JUSTICE SURVEY
AVERAGE RESPONSE

STAFF
COMPARISON
TREATMENT
COMBINED TOTAL

ELEMENTARY

EM	HISPANIC			WHITE			BLACK			ASIAN			OTHER			TOTAL RESPONSE		
	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL
	4.82	5.00	4.87	4.59	4.48	4.53	4.92	4.57	4.74	4.67	5.00	4.80	5.00	5.00	5.00	4.64	4.50	4.58
	4.36	4.50	4.40	4.27	3.99	4.13	4.46	4.14	4.30	4.06	5.00	4.40	4.17	5.00	4.29	4.29	4.03	4.15
	3.00	3.00	3.00	2.96	2.66	2.80	2.83	3.80	3.31	3.33	3.50	3.40	3.50	4.00	3.57	2.98	2.77	2.89
	3.00	3.75	3.20	3.40	3.25	3.33	4.00	4.29	4.16	3.33	7.50	3.40	3.33	5.00	3.57	3.41	3.39	3.40
	4.82	4.50	4.73	4.79	4.64	4.71	4.46	4.21	4.33	4.67	5.00	4.80	3.83	5.00	4.00	4.72	4.61	4.67
	4.45	4.50	4.46	4.68	4.35	4.51	4.54	4.64	4.60	4.67	4.50	4.60	5.00	5.00	5.00	4.67	4.38	4.52
	4.54	4.50	4.53	4.59	4.21	4.39	4.61	4.36	4.48	4.33	4.50	4.40	5.00	5.00	5.00	4.30	4.23	4.41
	4.64	4.50	4.60	4.47	4.20	4.33	4.61	4.57	4.60	4.33	5.00	4.60	4.67	5.00	4.71	4.50	4.25	4.37
	4.64	4.50	4.60	4.68	4.53	4.60	4.46	4.86	4.67	3.67	5.00	4.00	4.67	5.00	4.67	4.64	4.57	4.60
	4.64	4.50	4.46	4.50	4.28	4.39	4.54	4.29	4.41	4.33	4.50	4.40	5.00	5.00	5.00	4.52	4.29	4.58
	4.82	4.50	4.73	4.81	4.57	4.68	4.61	4.43	4.52	4.67	5.00	4.80	3.83	5.00	4.00	4.75	4.57	4.67
	3.73	4.50	3.93	4.17	3.96	4.06	4.00	3.79	3.89	4.00	5.00	4.25	4.50	5.00	4.57	4.16	3.98	4.08
	4.27	5.00	4.46	4.48	4.21	4.34	4.54	4.21	4.41	4.67	4.50	4.60	4.33	5.00	4.43	4.48	4.23	4.37
	4.36	4.50	4.40	4.38	4.04	4.20	4.38	4.36	4.37	4.33	5.00	4.60	4.50	5.00	4.57	4.39	4.10	4.27
	3.91	4.25	4.00	4.39	3.98	4.16	4.38	3.93	4.15	4.33	4.50	4.00	4.17	5.00	4.57	4.32	3.97	4.07
	3.45	4.50	3.73	3.67	3.23	3.44	4.23	3.50	3.85	3.00	4.00	3.40	4.80	5.00	4.83	3.67	3.31	3.57
	4.09	4.25	4.13	4.12	3.68	3.93	4.17	4.07	4.19	4.00	4.00	4.00	4.50	5.00	4.57	4.13	3.74	3.97
	4.27	4.50	4.33	4.50	4.18	4.34	4.31	4.43	4.37	4.67	5.00	4.80	4.67	5.00	4.71	4.48	4.23	4.37
	4.09	4.50	4.20	4.04	3.81	3.91	4.08	4.00	4.04	4.33	3.50	4.00	4.17	5.00	4.29	4.06	3.84	3.97
	4.64	4.50	4.60	4.68	4.38	4.52	4.46	4.36	4.41	4.33	5.00	4.60	4.50	5.00	4.57	4.67	4.20	4.57
	4.54	4.50	4.46	4.55	4.16	4.33	4.77	3.85	4.31	4.00	5.00	4.40	5.00	5.00	5.00	4.57	4.12	4.37
	4.18	4.25	4.20	4.25	4.16	4.21	4.54	4.00	4.26	3.67	5.00	4.20	4.60	4.00	4.50	4.28	4.16	4.27
	4.54	4.50	4.53	4.58	4.54	4.56	4.92	4.36	4.63	4.00	5.00	4.40	4.67	5.00	4.71	4.60	4.53	4.57
	4.36	4.50	4.40	4.46	4.35	4.40	4.69	4.14	4.41	3.33	5.00	3.75	4.67	5.00	4.71	4.48	4.34	4.37
	4.30	3.50	4.07	3.99	3.73	3.85	4.27	4.21	4.24	4.00	4.50	4.20	5.00	5.00	5.00	4.08	3.79	3.97
	4.28	4.37	4.29	4.32	4.06	4.19	4.40	4.21	4.30	4.11	4.60	4.29	4.47	4.92	4.53	4.31	4.09	4.27
	11	4	15	127	136	263	13	14	27	3	2	5	6	1	7	160	157	31

JUSTICE SURVEY
AVERAGE RESPONSE

STAFF
COMPARISON
TREATMENT
COMBINED TOTAL
JUNIOR HIGH

EM	HISPANIC			WHITE			BLACK			ASIAN			OTHER			TOTAL RESPONSE		
	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL
	4.14	5.00	4.53	4.81	4.32	4.59	5.00	3.93	4.00	5.00	3.80	4.20	4.00	4.40	4.25	4.77	4.29	4.50
	3.57	4.33	3.92	4.15	3.80	3.98	4.00	3.50	3.53	3.40	3.00	3.47	3.67	3.00	3.25	4.13	3.70	3.90
	3.14	3.17	3.15	3.20	2.94	3.08	3.00	2.79	2.80	2.40	2.60	2.73	3.17	2.10	2.50	3.18	2.88	3.00
		3.17	3.61	3.69	3.37	3.54	3.00	2.50	2.67	4.00	3.10	3.40	3.33	4.00	3.13	3.70	3.23	3.50
	4.57	3.50	4.15	4.65	4.57	4.56	5.00	3.07	3.20	5.00	3.30	3.87	4.17	4.00	4.06	4.11	4.12	4.40
	4.43	4.67	4.54	4.65	4.37	4.52	5.00	3.71	3.80	4.66	3.20	3.73	4.00	4.40	4.25	4.62	4.25	4.40
	4.86	4.83	4.85	4.47	4.32	4.40	4.00	3.50	3.53	4.00	3.20	3.47	3.50	4.40	4.06	4.41	4.20	4.30
	4.57	3.40	4.08	4.58	4.37	4.48	4.00	3.36	3.40	4.00	3.40	3.60	3.83	4.50	4.25	4.50	4.20	4.30
	4.43	5.00	4.67	4.65	4.43	4.55	4.00	3.50	3.70	4.40	2.50	3.13	3.83	4.50	4.25	4.60	4.25	4.40
1.	4.71	4.50	4.62	4.31	4.05	4.19	5.00	3.50	3.60	4.00	3.10	3.40	4.00	3.70	3.81	4.30	3.94	4.10
1.	4.86	4.40	4.67	4.64	4.44	4.54	4.00	3.46	3.33	4.60	3.00	3.53	4.33	4.00	4.13	4.63	4.22	4.40
2.	4.86	4.33	4.62	4.14	3.51	3.85	5.00	3.14	3.27	4.40	2.80	3.33	4.17	3.90	4.00	4.18	3.50	3.80
3.	4.30	4.17	4.08	4.52	4.24	4.39	4.00	3.43	3.47	5.00	3.50	4.00	4.40	3.60	3.69	4.48	4.10	4.20
4.		4.00	4.33	4.37	4.04	4.22	4.00	3.57	3.40	4.60	3.60	3.93	4.00	3.50	3.69	4.37	3.92	4.10
5.	3.86	4.50	4.15	3.88	3.93	4.11	5.00	3.50	3.60	4.60	3.20	3.67	3.50	3.20	3.31	4.24	3.82	4.00
5.	3.86	2.67	3.31	3.81	3.11	3.49	4.00	3.43	3.47	3.80	3.10	3.33	4.00	3.70	3.81	3.82	3.15	3.40
7.	4.29	4.17	4.23	4.07	3.30	3.78	3.00	3.00	3.00	4.40	3.60	3.87	3.50	2.60	2.94	4.07	3.37	3.70
8.	3.43	4.17	3.77	4.07	3.42	3.76	3.00	3.07	3.21	4.60	2.80	3.40	3.33	2.60	2.88	4.02	3.34	3.80
9.	3.14	3.67	3.39	3.69	3.23	3.48	3.00	3.21	3.20	4.00	2.90	3.27	3.50	2.90	3.13	3.66	3.20	3.40
10.	4.57	4.83	4.69	4.50	4.19	4.36	3.00	3.54	3.47	4.80	3.00	3.60	4.17	3.50	3.75	4.50	4.03	4.20
11.	4.43	4.80	4.58	4.60	4.16	4.39	5.00	3.71	3.73	5.00	2.90	3.60	4.17	3.40	3.69	4.59	4.01	4.30
12.	4.14	4.20	4.17	4.44	4.04	4.26	5.00	3.50	3.53	5.00	3.20	3.80	4.00	3.80	3.87	4.42	3.92	4.10
13.	4.43	4.33	4.38	4.67	4.27	4.48	5.00	3.64	3.67	5.00	4.00	4.33	4.17	3.90	4.00	4.64	4.18	4.40
14.	4.29	3.67	4.00	4.29	3.83	4.08	3.00	3.29	2.90	4.40	3.55	3.88	3.67	3.60	3.62	4.28	3.75	4.00
15.	3.57	4.67	4.08	4.29	3.77	4.05	5.00	3.57	3.67	4.60	2.30	3.07	3.50	3.40	3.43	4.24	3.68	3.90
16.	4.19	4.16	4.17	4.30	3.92	3.45	4.00	3.37	3.40	4.43	3.14	3.58	3.81	3.58	3.68	4.26	3.80	4.00
17.	7	6	13	149	127	276	1	14	15	5	10	15	6	10	16	168	167	335

JUSTICE SURVEY
AVERAGE RESPONSE

STAFF
COMPARISON
TREATMENT
COMBINED TOTAL

SENIOR HIGH

TEM	HISPANIC			WHITE			BLACK			ASIAN			OTHER			TOTAL RESPONSE		
	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL
	4.25	4.83	4.54	4.22	4.75	4.50	3.28	4.60	3.75	2.93	3.00	2.93	5.00	4.29	4.43	4.01	4.70	4.3
	3.42	3.75	3.58	3.54	3.82	3.69	3.00	3.60	3.21	2.93	4.00	3.06	3.25	3.00	3.05	3.50	3.71	3.6
	3.00	2.77	2.88	3.06	3.32	3.20	2.61	3.70	3.00	2.86	2.00	2.25	2.00	2.94	2.75	2.93	3.27	3.1
	3.58	4.23	3.92	3.39	3.76	3.59	3.06	3.90	3.38	2.38	2.50	2.40	2.25	3.65	3.38	3.24	3.7	3.5
	4.33	4.46	4.40	4.25	4.56	4.42	3.41	3.90	3.59	2.50	5.00	2.81	2.25	4.00	3.67	4.00	4.50	3.9
	4.25	4.61	4.44	4.24	4.53	4.40	3.33	4.50	3.75	3.50	4.50	3.62	3.25	4.59	4.33	4.07	4.51	4.3
	4.17	4.61	4.40	4.18	4.92	4.33	3.05	4.50	3.55	2.64	2.50	2.62	3.25	4.59	4.33	3.93	4.45	4.2
	4.00	4.38	4.20	4.14	4.41	4.29	3.28	4.40	3.68	3.29	2.00	3.12	3.25	4.70	4.43	3.97	4.40	4.2
	4.50	4.46	4.48	4.25	4.43	4.35	3.89	4.40	4.07	3.29	2.00	3.12	3.50	4.70	4.48	4.14	4.43	4.2
0.	3.58	4.08	3.84	3.84	4.15	4.01	3.17	3.70	3.36	2.79	4.00	2.94	3.00	4.29	4.05	3.66	4.13	3.6
1.	4.58	4.00	4.28	4.25	4.49	4.38	3.12	4.00	3.44	3.29	4.50	3.44	3.50	4.00	3.90	4.08	4.39	4.2
2.	3.67	4.31	4.00	3.84	3.90	3.85	2.71	3.90	3.15	2.79	4.50	3.00	3.00	3.81	3.65	3.56	3.92	3.1
3.	4.17	3.92	4.04	4.15	4.34	4.26	3.10	4.00	3.41	3.50	4.50	3.62	4.00	3.59	3.67	4.00	4.24	4.1
4.	3.75	4.31	4.04	3.95	4.26	4.12	2.89	4.10	3.31	3.93	2.00	3.69	3.25	4.29	4.09	3.81	4.1	4.1
5.	3.58	4.00	3.80	3.78	4.10	3.95	2.19	4.00	3.28	3.14	2.00	3.00	4.00	3.70	3.76	3.64	4.00	3.1
6.	3.08	3.31	3.20	3.33	3.49	3.42	2.50	3.40	2.28	3.14	2.00	3.00	2.50	2.50	2.50	3.20	3.40	3.1
7.	2.75	4.00	3.40	3.27	3.54	3.42	2.67	3.50	2.96	2.15	5.00	2.53	2.75	3.00	2.95	3.14	3.53	3.1
8.	3.50	4.08	3.80	3.40	3.85	3.65	2.67	3.89	3.07	2.71	4.00	2.87	2.25	3.00	2.86	3.25	3.80	3.1
9.	2.75	3.46	3.12	3.25	3.38	3.32	2.74	3.55	3.00	2.86	4.00	3.00	1.75	2.82	2.62	3.10	3.35	3.1
20.	4.25	4.15	4.20	3.90	4.20	4.07	3.50	3.80	3.61	3.86	4.00	3.87	3.25	3.53	3.48	3.86	4.12	4.1
21.	3.58	4.25	3.92	3.84	4.26	4.07	3.05	4.20	3.46	3.29	4.00	3.37	3.25	3.94	3.81	3.71	4.23	3.1
22.	4.50	4.23	4.36	4.04	4.26	4.16	3.72	3.67	3.70	3.36	4.50	3.50	3.00	3.87	3.70	3.97	4.20	4.1
23.	4.00	4.31	4.16	4.18	4.44	4.32	3.47	4.10	3.69	3.64	5.00	3.81	3.75	4.18	4.09	4.04	4.40	4.1
24.	3.00	3.92	3.48	3.48	3.71	3.61	3.47	3.80	3.59	3.43	3.50	3.44	3.25	3.12	3.15	3.44	3.70	3.1
25.	3.75	4.38	4.08	3.83	4.21	4.03	3.18	4.10	3.52	3.79	2.50	3.62	3.67	3.81	3.79	3.77	4.17	3.1
T=	3.76	4.11	3.94	3.82	4.10	3.98	3.11	3.98	3.41	3.10	3.50	3.15	3.12	3.77	3.64	3.69	4.07	3.1
N=	12	13	25	142	171	313	19	10	29	14	2	16	4	17	21	191	213	4

JUSTICE SURVEY
AVERAGE RESPONSE

STUDENT
COMPARISON
TREATMENT
COMBINED TOTAL

ELEMENTARY

EM	HISPANIC			WHITE			BLACK			ASIAN			OTHER			TOTAL RESPONSE		
	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL
	4.09	3.48	3.89	3.88	4.06	3.98	3.90	4.20	4.16	4.05	3.32	3.73	4.17	3.87	4.00	3.99	3.93	3.97
	3.90	4.10	3.97	3.85	3.82	3.83	3.90	3.83	3.84	3.62	3.67	3.64	4.19	3.99	4.07	3.84	3.84	3.84
	53	2.25	2.43	3.01	2.15	2.55	2.95	2.77	2.79	2.94	2.32	2.67	3.42	2.43	2.84	2.94	2.39	2.63
	3.31	3.48	3.37	3.60	3.01	3.30	3.43	3.00	3.05	3.78	3.50	3.65	3.93	3.14	3.47	3.71	3.15	3.34
	3.84	4.25	3.98	4.47	4.47	4.47	3.76	3.80	3.80	3.73	3.90	3.80	4.06	3.98	4.00	4.11	4.12	4.12
	4.16	3.45	3.92	4.06	3.70	3.88	4.00	3.85	3.87	3.82	3.95	3.88	4.13	4.13	4.13	4.03	3.82	3.90
	3.78	3.60	3.71	4.04	3.85	3.39	4.05	3.65	3.70	3.40	3.73	3.53	4.11	3.73	3.89	3.85	3.74	3.71
	4.00	3.57	3.85	3.89	3.71	3.80	3.95	3.43	3.50	3.61	3.58	3.60	3.55	3.59	3.58	3.82	3.59	3.73
	4.07	3.98	4.03	4.11	4.20	4.15	4.14	4.00	4.01	4.17	4.02	4.10	4.08	4.00	4.03	4.11	4.07	4.01
1.	3.27	3.75	3.43	3.84	3.79	3.81	3.60	3.30	3.33	3.67	3.70	3.69	3.47	3.65	3.58	3.64	3.62	3.62
1.	3.52	3.72	3.60	4.42	4.09	4.24	3.70	3.55	3.58	3.57	3.82	3.69	4.00	3.60	3.77	3.99	3.81	3.89
2.	4.22	3.74	4.06	3.62	3.58	3.60	3.57	3.50	3.50	3.58	3.37	3.49	3.47	3.35	3.40	3.70	3.51	3.60
3.	4.36	4.11	4.29	4.28	3.88	4.07	4.43	3.91	3.97	4.06	3.98	4.02	4.06	4.21	4.15	4.23	3.92	4.07
4.	70	3.25	3.57	3.92	3.50	3.70	3.52	3.25	3.29	3.77	3.64	3.71	3.98	3.71	3.82	3.87	3.47	3.64
5.	3.99	3.41	3.80	3.64	3.20	3.40	3.52	3.09	3.13	3.88	3.50	3.72	3.85	3.63	3.72	3.73	3.28	3.50
5.	4.03	3.39	3.81	3.75	3.07	3.40	3.67	3.51	3.52	3.39	3.33	3.37	4.00	3.31	3.60	3.74	3.29	3.49
7.	3.90	3.06	3.62	3.57	3.33	3.44	3.33	3.24	3.25	3.39	2.97	3.20	3.32	3.17	3.23	3.55	3.22	3.38
3.	3.62	2.84	3.35	3.60	3.32	3.45	3.19	2.80	2.94	3.57	2.90	3.29	4.21	3.11	3.58	3.58	3.05	3.32
3.	3.03	2.74	2.93	3.29	2.97	3.11	3.48	2.75	2.83	3.67	2.77	4.54	3.91	3.10	3.43	3.40	2.88	3.10
0.	3.55	2.87	3.32	3.97	3.34	3.63	3.43	3.19	3.21	3.65	3.10	3.41	3.59	3.25	3.40	3.78	3.22	3.45
1.	3.94	3.25	3.71	4.28	3.83	4.04	3.48	3.40	3.40	4.20	3.68	3.98	4.36	3.64	3.93	4.14	3.62	3.87
2.	3.49	3.45	3.48	3.76	3.74	3.75	3.48	2.98	3.02	3.70	3.57	3.64	4.08	3.43	3.70	3.71	3.43	3.63
3.	4.03	4.13	4.06	4.25	3.99	4.10	3.81	3.98	3.95	3.89	3.80	3.85	4.39	4.06	4.19	4.12	3.98	4.04
4.	3.94	3.49	3.79	4.03	3.68	3.84	3.50	3.47	3.47	3.80	3.18	3.80	4.08	3.92	4.00	3.94	3.64	3.78
5.	3.41	3.57	3.47	3.88	3.28	3.44	3.65	3.75	3.72	3.70	3.38	3.47	3.93	3.60	3.90	3.80	3.51	3.55
•	3.74	3.48	3.65	3.88	3.59	3.71	3.65	3.44	3.48	3.70	3.50	3.60	3.93	3.60	3.73	3.80	3.52	3.64
•	88	44	132	201	230	431	21	171	192	101	75	176	47	67	114	458	587	1045

JUSTICE SURVEY
AVERAGE RESPONSE

STUDENT
COMPARISON
TREATMENT
COMBINED TOTAL
JUNIOR HIGH

EM	HISPANIC			WHITE			BLACK			ASIAN			OTHER			TOTAL RESPONSE		
	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL
	4.24	4.10	4.13	4.42	4.14	4.27	3.99	4.27	4.15	4.49	3.99	4.22	4.53	4.02	4.20	4.39	3.99	4.23
	3.19	3.37	3.32	3.41	3.39	3.40	3.31	3.47	3.40	3.54	3.40	3.47	3.47	3.21	3.30	3.47	3.37	3.34
	2.27	2.31	2.30	2.21	2.15	2.18	2.07	2.34	2.22	2.45	2.62	2.54	2.53	2.32	2.40	2.25	2.23	2.27
	3.02	3.06	3.05	2.98	2.29	2.94	2.71	3.22	3.01	3.21	3.10	3.15	3.30	3.27	3.24	3.01	3.02	2.99
	3.70	3.65	3.67	4.07	3.79	3.90	3.35	3.40	3.39	4.09	3.52	3.79	3.74	4.02	3.58	3.95	3.68	3.80
	3.75	3.68	3.70	3.65	3.50	3.57	3.57	3.49	3.51	4.15	3.60	3.85	3.84	3.59	3.67	3.73	3.53	3.61
	3.61	3.48	3.51	3.63	3.42	3.51	3.46	3.52	3.50	3.68	3.27	3.47	3.56	3.33	3.41	3.61	3.41	3.50
	3.28	3.40	3.37	3.38	3.27	3.31	3.39	3.38	3.39	3.55	3.23	3.39	3.33	3.25	3.29	3.35	3.30	3.33
	4.02	3.78	3.84	4.09	3.88	3.97	4.14	3.95	4.02	4.02	3.57	3.78	3.78	3.75	3.77	4.07	3.82	3.92
0.	2.60	2.61	2.60	2.92	2.75	2.82	2.44	2.67	2.57	3.39	2.99	3.18	2.99	2.68	2.79	2.92	2.74	2.82
1.	3.69	3.37	3.38	3.94	3.70	3.80	3.28	3.25	3.27	3.66	3.47	3.55	3.46	3.38	3.40	3.79	3.57	3.64
2.	3.51	3.22	3.30	3.38	3.04	3.20	2.98	3.19	3.10	3.79	3.42	3.60	3.57	3.28	3.38	3.40	3.14	3.23
3.	3.90	3.83	3.85	3.82	3.70	3.75	3.86	3.90	3.90	3.84	3.80	3.82	3.61	3.75	3.70	3.79	3.75	3.75
4.	3.04	3.06	3.06	3.36	3.08	3.20	2.99	3.28	3.15	3.30	3.11	3.20	3.31	3.14	3.20	5.30	3.10	3.19
5.	3.04	2.93	2.97	3.20	2.84	3.00	2.91	3.05	3.00	3.42	3.08	3.24	3.29	2.95	3.07	3.24	2.91	3.03
6.	3.38	3.02	3.11	3.11	2.78	2.91	3.06	3.25	3.17	3.48	2.45	3.23	3.11	3.89	2.97	3.17	2.89	2.98
7.	3.38	3.20	3.25	3.37	3.12	3.22	3.35	3.20	3.25	3.29	2.94	3.10	3.28	3.00	3.10	3.34	3.07	3.20
8.	2.89	2.51	2.61	2.85	2.40	2.59	2.50	2.60	2.55	3.04	2.75	2.90	2.64	2.40	2.49	2.83	2.48	2.62
9.	2.65	2.51	2.55	2.63	2.30	2.43	2.50	2.71	2.62	2.94	2.69	2.80	2.58	2.29	2.40	2.67	2.40	2.50
20.	3.66	3.35	3.43	3.62	3.24	3.40	3.37	3.39	3.35	3.74	3.37	3.54	3.39	3.17	3.24	3.60	3.28	3.41
21.	3.23	3.27	3.25	3.61	3.25	3.41	3.19	3.39	3.30	3.74	3.31	3.51	3.34	3.21	3.25	3.59	3.33	3.39
22.	3.94	3.38	3.52	3.85	3.50	3.64	3.61	3.45	3.51	3.69	3.33	3.50	3.41	3.54	3.50	3.79	3.47	3.60
23.	3.94	3.80	3.84	4.06	3.72	3.87	3.65	3.69	3.68	3.94	3.60	3.77	3.87	3.71	3.78	3.99	3.71	3.82
24.	3.27	3.14	3.18	3.35	2.98	3.13	3.21	3.31	3.28	3.56	3.27	3.40	3.41	3.05	3.19	3.37	3.07	3.20
25.	3.38	3.19	3.23	3.44	3.23	3.32	3.12	3.43	3.30	3.81	3.53	3.67	3.42	4.44	3.22	3.45	3.27	3.35
T=	3.39	3.27	3.29	3.45	3.20	3.31	3.20	3.31	3.27	3.60	3.29	3.42	3.40	3.20	3.27	3.44	3.22	3.30
N=	105	281	384	989	1297	2286	157	225	382	236	268	504	94	184	278	1579	2255	3834

K-34

JUSTICE SURVEY
AVERAGE RESPONSE
STUDENT
COMPARISON
TREATMENT
COMBINED TOTAL
SENIOR HIGH

ITEM	HISPANIC			WHITE			BLACK			ASIAN			OTHER			TOTAL RESPONSE		
	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL	COMPARISON	TREATMENT	COMBINED TOTAL
	4.05	3.99	4.01	4.08	4.13	4.11	3.73	4.27	4.00	4.26	4.17	4.19	3.53	4.08	3.90	3.95	4.14	4.07
	3.14	3.24	3.19	3.15	3.17	3.17	2.96	3.40	3.16	3.27	3.24	3.25	2.67	2.90	2.82	3.07	3.22	3.15
	2.00	2.06	2.20	2.16	1.80	1.93	2.05	1.90	1.00	2.50	1.99	2.10	1.94	1.93	1.93	2.15	1.87	2.13
	3.08	2.87	2.99	2.84	2.60	3.70	3.16	2.92	3.04	2.92	2.94	3.93	2.69	2.84	2.80	2.97	2.73	2.84
	3.29	3.77	3.51	3.79	3.91	3.87	3.47	3.50	3.50	3.58	3.80	3.75	3.57	3.35	3.42	3.48	3.77	3.70
	3.78	3.49	3.64	3.52	3.51	3.51	3.47	3.39	3.43	3.55	3.58	3.58	3.58	3.37	3.43	3.54	3.49	3.50
	3.45	3.40	3.42	3.21	3.23	3.22	3.34	3.35	3.34	3.18	3.30	3.29	3.25	3.19	3.20	3.29	3.28	3.29
	3.15	3.15	3.15	3.03	2.97	2.99	2.98	3.15	3.06	3.04	3.10	3.09	2.48	2.90	2.75	3.00	3.03	3.02
	3.95	3.75	3.87	3.70	3.61	3.64	3.73	3.89	3.80	3.62	3.64	3.63	3.79	3.64	3.70	3.59	3.59	3.71
	2.92	2.70	2.81	2.86	2.80	2.81	2.43	2.55	3.49	2.89	3.03	3.00	2.42	2.70	2.61	2.71	2.77	2.75
	3.09	3.48	3.28	3.51	3.74	3.65	3.28	3.35	3.31	3.20	3.59	3.50	3.25	3.34	3.31	3.35	3.56	3.50
	3.43	3.13	3.30	3.03	2.98	3.00	2.76	2.95	2.85	3.53	3.32	3.36	2.76	2.81	2.80	3.02	3.05	3.02
	3.46	3.27	3.38	3.23	3.17	3.19	3.66	3.61	3.63	3.04	3.32	3.19	3.45	3.00	3.14	3.40	3.25	3.31
	3.07	3.07	3.38	2.93	2.84	3.19	3.02	3.03	3.36	2.89	3.05	3.19	2.60	3.04	3.14	2.95	2.94	3.31
	2.89	2.78	2.83	2.57	2.60	2.60	2.62	2.69	2.75	2.91	2.82	2.84	2.25	2.57	2.47	2.70	2.67	2.68
	2.76	2.75	2.75	2.10	2.33	2.24	2.89	2.89	2.89	2.64	2.60	2.61	2.48	2.57	2.54	2.48	2.53	2.50
	2.57	2.82	2.70	2.48	2.75	2.64	2.87	2.87	3.87	2.67	2.45	2.50	2.58	2.47	2.50	2.80	2.80	2.69
	2.95	2.95	2.95	3.14	3.13	3.13	2.52	2.74	2.62	3.14	2.70	2.80	2.81	2.79	2.80	3.02	2.95	2.93
	2.73	2.77	2.74	2.62	2.50	2.55	2.50	2.59	2.53	2.82	2.50	2.57	2.36	2.40	2.38	2.60	2.53	2.55
	3.49	3.47	3.48	3.61	3.51	3.55	3.23	3.30	2.67	3.47	3.50	3.50	3.49	3.23	3.31	3.41	3.44	3.45
	2.90	3.37	3.12	3.14	3.31	3.24	2.93	3.41	3.17	3.28	3.34	3.33	2.83	3.17	3.06	3.07	3.34	3.20
	3.56	3.60	3.59	3.88	3.75	3.80	3.64	3.77	3.70	3.68	3.77	3.74	3.78	3.55	3.62	3.74	3.73	3.73
	3.56	3.74	3.64	3.83	3.92	3.89	4.02	3.95	3.99	3.70	3.83	3.81	3.73	3.85	3.81	3.83	3.90	3.88
	2.99	3.16	3.06	2.82	3.02	3.94	3.43	3.08	3.25	3.11	3.28	3.24	3.04	3.02	3.03	3.28	3.09	3.07
	3.19	2.91	3.05	2.79	2.63	2.70	3.26	2.99	3.13	3.29	2.88	2.95	3.09	2.80	2.89	3.02	2.84	2.88
	3.19	3.19	3.19	3.11	3.11	3.11	3.12	3.18	3.15	3.20	3.19	3.20	2.98	3.01	3.00	3.12	3.14	3.14
	161	142	303	487	758	1245	323	302	625	55	205	260	49	103	152	1075	1510	2585

K-35

APPENDIX L

STUDENT AND STAFF SURVEY: COMMENTS

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

Student - White: "The rules of this school are extremely incomplete."

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

Student - White: "You get taught rules by breaking them. You should have all the rules posted in each room."

Question 3 - Students have a part in writing the rules of the school.

Student - White: "I don't think you really let the students have any say in the rules."

Student - White: "One year we didn't."

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

Student - White: "Especially when breaking a rule."

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

N/c

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

N/c

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

Student - White: "I don't really know about that one because some people don't let them talk!!!!"

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

N/c

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

N/c

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

N/c

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Student - White: "Half the time the playground monitors don't listen to you."

Student - White: "When I lost my raquet (sic) ball on the roof of a classroom I asked the custodian if he could get it for me and he said it was too minor."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

Student - White: "At Student Council we never act on complaints of students."

Student - White: "Only when it is brought to the attention of the Student Council or Race Human/Relations."

Student - Black: "Some of these questions I wasn't quite sure of. Like 15..."

Question 16 - There is a clearly explained way for students to present complaints and problems to our principal.

Student - White: "Can't answer."

Student - White: "You never told me how to tell something to the principal."

Student - Hispanic: "I feel that way because I don't feel safe to talk to the principal. It sarces (sic) me."

Question 17 - Students who treat another student unfairly are punished at our school.

Student - White: "Not if they start it."

Student - White: "On the playground, sometimes."

Student - Black: "Some of these question I wasn't quite sure of. Like 15, 17..."

Student - Black: "Sometimes they are and sometimes they are not."

Question 18 - Students feel safe and secure at our school.

Student - White: "Sometimes."

Student - White: "Not always on the playground."

Student - Black: "Some of these questions I wasn't quite sure of. Like 15, 17, 18..."

Student - Hispanic: "I don't feel safe and sureced (sic) sometimes because I sometimes get into fights and they usally (sic) want to beat me up."

Question 19 - All students feel they are respected at our school.

N/c

Question 20 - Both male and female students are treated equally and fairly.

N/c

Question 21 - The secretaries and clerks treat all students equally and fairly.

Student - White: "I don't usually don't see them."

Question 22 - Cafeteria workers treat students equally and fairly.

Student - White: "Can't answer."

Student - Black: "Some of these questions I wasn't quite sure of. Like 15, 17, 18 and 22."

Student - Black: "They make us stay when (sic) do not have to."

Student - White: "They don't even talk."

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

Student - White: "They review them but they never change any."

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

Student - Black: "Sometimes when we have bake sales other people don't have any money to buy stuff."

Question 25 - Every year we review the rules and regulations to see if any need changing.

Student - Black: "We review them but we can't change them."

Student - White: "I don't really think you review the rules every year."

Student - White: "One year we didn't."

General re: Instrument:

Student - Black: "I think that these were very good questions and I hope these were good answers."

General Comments:

Student - Other: "I don't like the priorety (sic) system for getting into high school. If I say I'm black I am a lower priorety (sic), if I say I'm white I have to go to my neighborhood (sic) school. I also don't want to deside (sic) if I am black or white (as in IDENTIFICATION on the form)."

L-6

Student - White: "I feel a lot safer here at my school than at my other school that I used to attend. At this other school there were people called yard duties. They made you feel you had to really stick to the rules or they will kill you."

Student - Black: "Our school is one of the best if I've ever seen one. People say it stinks but it's a good school. We all participate whatever color we are. The teachers are nice even though we're bad! So let your kid go to this wonderful school. Thanks!"

Student - Other: "Our school is a real good school but I think they need to enforce the rules."

Student - Black: "We need better matts under the bars. Nicer yard duties. Better food and bathrooms."

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

N/c

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

N/c

Question 3 - Students have a part in writing the rules of the school.

Staff - Black: "I don't know."

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

Staff - Black: "I don't know."

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

N/c

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

N/c

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

N/c

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

N/c

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

N/c

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

N/c

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

N/c

Question 15 - Administrators and teachers really try to do something about complaints at our school.

N/c

Question 16 - There is a clearly explained way for students to present complaints and problems to our principal.

N/c

Question 17 - Students who treat another student unfairly are punished at our school.

Staff - Black: "Do not like the word punished."

Question 18 - Students feel safe and secure at our school.

N/c

Question 19 - All students feel they are respected at our school.

Staff - Asian: "'All' is hard to prove."

Question 20 - Both male and female students are treated equally and fairly.

N/c

Question 21 - The secretaries and clerks treat all students equally and fairly.

N/c

Question 22 - Cafeteria workers treat students equally and fairly.

N/c

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

N/c

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

N/c

Question 25 - Every year we review the rules and regulations to see if any need changing.

Staff - Black: "I don't know."

General re: Instrument:

N/c

General Comments:

Staff - Hispanic: "The discipline code is generally well explained to the students. Class discussions on the topic of rules and society needs should be held on a school-wide basis with provisions for student input. I feel we as a staff engender very positive interactions and provide good role models."

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

Student - Black: "There (sic) not enforced properly."

Student - Other: "Students aren't by my knowlege (sic) told anyway to review, revise, or add any new rules."

Student - White: "I don't understand Number 1."

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

Student - Other: "Administrators except for principle (sic) are out of date in their rights (and) wrongs half the time."

Student - White: "Some peple (sic) don't know them at all."

Student - White: "Half and half, pretty much yes."

Student - Asian: "The students are told not to break rules, but some students don't listen to the teachers."

Student - White: "I don't think that the kids go by the rules at our school."

Student - Asian: "Bullshit."

Question 3 - Students have a part in writing the rules of the school.

Student - White: "What does it mean when they say that the students have something to say about the rules of the school?"

Student - Other: "The TA's are more up to date and kinder most the time."

Student - White: "I think that the teachers should make most of the rules but students should have a say in it to (sic)."

Student - White: "For number three I don't know if they do or not."

Student - White: " I do not recall ever having been asked to help in making school rules."

Student - Other: "Students don't have an ounce of influence on the school rules."

Student - Asian: "I don't know."

Student - Asian: "Bullshit."

Student - Black: "No wav. I never heard ~~424~~at." L-11

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

Student - White: "Only if you know the principal."

Student - White: "I think that that is important to some students."

Student - Other: "They should put a thermometer outside so they could set standard conditions, to whether suit up for gym or not, they should offer in their survey more of a variety in gym classes."

Student - White: "I'm not sure."

Student - White: "If you do tell your feelings or problems nothing gets done!"

Student - Asian: "Bullshit."

Student - White: "No one listens."

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

Student - White: "I realy (sic) don't know."

Student - White: "Don't know."

Student - White: "I ain't been in trouble yet."

Student - Black: "I don't know."

Student - White: "I'm not sure."

Student - White: "A substitute came into our class calling a girl brown refering (sic) to the colors of the girl's skin."

Student - White: "Sometimes minority students are dealt with less severely than a majority student would be treated, (i.e., repeated infractions of school rules would not responded to in the same manner.)"

Student - White: "I think that it shouldn't matter what color or race a person is."

Student - White: "In theory but not in practice."

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

Student - White: "I don't know, I haven't been in trouble."

Student - White: "Because sometimes the student does not know what he did wrong!"

Student - White: "Sometimes and sometimes not."

Student - White: "3/4 of the time they punish you and that's all."

Student - White: "Most teachers do but _____ does not give you that right.
I thing (sic) (the teacher's name) is on a power trip."

Student - White: "I have never been in trouble."

Student - White: "I don't know."

Student - White: "I have never been in trouble so I really don't know the answer."

Student - White: "I have never been in trouble so I really don't know the answer."

Student - White: "They did not give me a chance!!"

Student - White: "I didn't know that one either."

Student - White: "I really (sic) don't know."

Student - White: "No way, they just drag you in and bitch at you."

Student - White: "I ain't been in trouble yet."

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

Student - White: "I ain't been in trouble yet."

Student - White: "Sometimes and sometimes not."

Student - White: "No way, if they are, no one listens--teachers, counselors, administrators don't give a damn about the kids."

Student - White: "I don't know about 7 either."

Student - White: "No way!"

Student - White: "I don't know."

Student - White: "In number 6, 7 and 10 most teachers do but _____ does not give you that right. I thing (sic) _____ is on a power trip."

Student - White: "I'm not really sure--I don't break rules that often."

Student - White: "Don't know."

Student - White: "Sometimes they don't let you say anything at all. All they do is talk to you and don't shut up."

Student - White: "I myself have been accused for things that I would never do in school."

Student - White: "A teacher won't listen just bring down a grade."

Student - Black: "Sometimes."

Student - White: "I don't know. I haven't been in trouble."

Student - Hispanic: "Most teachers or councilors (sic) don't feel they have time or even want to listen to our side of things."

Student - White: "Not by all counselors."

Student - Asian: "Bullshit."

Student - Black: "Most students aren't treated fair when it comes to listening to the students."

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

Student - Black: "They will just hear you out and then forget about it."

Student - Black: "Only a few of them."

Student - Black: "Sometimes."

Student - White: "Except for Ms. _____."

Student - White: "That's the same question as number 7."

Student - White: "I think so, but... I have never been there when a stoner or someone from Southeast got in trouble."

Student - White: "I don't know."

Student - White: "Not all the time!"

Student - White: "Wrong."

Student - White: "My answer is absoluty (sic) not, she never listens to anything."

Student - White: "It depends on the Administrator, or the Counselor, or the teacher, as the case may be."

Student - White: "For questions 8 and 9, I have not gotten in trouble and have not had a chance to find a good answer for this."

Student - White: "I don't know, I haven't been in trouble."

Student - White: "The students are never given a chance to clear themselves. We are always considered (sic) guilty! We don't have any say so about what goes on in this school."

Student - White: "No, because it happed (sic) to me and nobody would listen! I was wrong no matter what really happened, they are narrow-minded jerks!"

Student - White: "In my own opinion the Administrative and Counseling staff is grossly unjust at listening to the student side of a story and is clearly guilty untill (sic) proven innocent. Out of all the problems of this school I feel this is definitely at the top of the list."

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

Student - White: "It depends on which counsler (sic) is asigned (sic) to you."

Student - White: "Counselors must have more time for the students to talk about things. Attituds (sic) must be better too. A counselor's personality should not infilict (sic) on a students (sic) future. Counselors at my school tend to hold things against students that have already been taken care of in the past."

Student - Black: "It goes through one ear and out the other."

Student - Black: "Sometimes."

Student - White: "Counsloers (sic) are a big help at our school. They treat you like people rather than 'kids' and I fell (sic) I can talk to them about any problem at the school with confidence that they will do something."

Student - White: "Don't no (sic)."

Student - White: "Double wrong."

Student - White: "It depends on the Administrator, or the Counselor, or the teacher, as the case may be."

Student - White: "I think so, but...I have never been there when a stoner or someone from Southeast got in trouble."

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

Student - White: "When teachers have a set way of doing things sometimes they don't really listen to what the other person has to say."

Student - White: "Some do, others don't."

Student - White: "Teachers like Ms. _____ and Ms. _____ never think you're right just because you are around a mess or something that happened that it's all your fault and they just bust you right away."

Student - White: "Most teachers don't listen or don't care about the student's side."

Student - White: "Most teachers don't listen to the children's side of the story. They believe in what they heard or what they saw."

Student - Hispanic: "Sometimes."

Student - White: "Not all the time."

Student - White: "Teachers never get involved."

Student - White: "I don't think so because teachers don't always listen, they usually assume that students are wrong without letting them speak."

Student - White: "Sometimes."

Student - White: "It depends on the Administrator, or the Counselor, or the teacher, as the case may be."

Student - White: "Your (sic) batting a thousand."

Student - White: "I have seen teachers say, 'I don't want to hear it. Get to the office!'"

Question 11 - Students of all races are treated fairly by those who give punishment at our school."

Student - White: "Sometimes kids don't get punished the same (of the same color)."

Student - White: "See comment for #5. Sometimes, minority students are dealt with less severely than a majority student would be treated, (i.e, repeated infractions of school rules would not be responded to in the same manner.)"

Student - White: "I really (sic) don't know."

Student - White: "Don't know."

Student - Black: "I don't know."

Student - White: "Not true! Ms. _____ didn't listen to my story when I got in trouble; she just called my mom!"

Student - White: "I don't know."

Student - White: "Only good rule we have."

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

Student - White: "Bull, they give referrals (sic) if they damn well feel like it."

Student - White: "They don't care if you did it or not."

Student - White: "Mr. _____ gave referrals to these girls that walked into class together just after the bell rang."

Student - White: "Some teachers do and some teachers don't find out if the student has really broken a rule."

Student - White: "Depending on the rule."

Student - White: "One teacher gives referrals (sic) all the time."

Student - White: "Some teachers do not give fair judgements and give referrals (sic) to kids who are not really breaking rules."

Student - Hispanic: "Teachers don't care what you say you don't have the opportunity to put their in (sic)."

Student - White: "I have gotten a referral for not having a book!"

Student - White: "One of my teachers gave referrals when he got exasperated."

Student - White: "Most of the teachers give referrals when kids don't do real school crime."

Student - White: "I don't know, I've never got one."

Student - Black: "Certain teachers just don't give a dam (sic) they will write them just so they can be happy or whatever."

Student - Black: "Some."

Student - White: "At this school quite a few of my own teachers and others I have heard about or seen, hand out referrals (sic) like a traffic cop hands out tickets. (I think something should be done about this.)"

Student - White: "Some teachers issue them is (sic) they get the slightest bit uptight, if the student aggrates (sic) them."

Student - Other: "Not always."

Student - White: "Some teachers are to (sic) powerful, the student just talks and 'Referral!' is yelled at them. (Two teachers' names)."

Student - White: "Teachers give referrals for really anything they give them to people when that person is wright (sic) about something and that teacher is wrong!"

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

Student - White: "I do have a place to go, but he doesn't always do anything about it."

Student - White: "But they won't do anything about it."

Student - White: "A lot of the time teachers will tell you to go to the counselors after school and not in their class time."

Student - White: "Only people personally familiar with administrators know whom to contact."

Student - White: "But I can't be sure if they will listen."

Student - White: "Bull, if I did know, they don't listen."

Student - White: "They have so many staff members that I don't know."

Student - Asian: "It's my counselor."

Student - White: "When I do have a complaint I seem to get the run around."

Student - White: "I don't."

Student - White: "We should but we don't."

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Student - White: "Don't know."

Student - White: "I have no idea."

Student - White: "Bull, they're more interested in their lunch dates."

Student - White: "Counselors."

Student - White: "Yes, but nothing is done."

Student - Other: "I haven't seen one complaint from a student (that was reasonable) followed through with an answer."

Student - White: "Don't no (sic)."

Student - White: "Not even!"

Student - Other: "On number 14 I had a low opinion from the experiences when I tried to get help from my counselor (sic)."

Student - Unknown: "Teachers hardly ever listen. It is usually the counselor who listens."

Student - White: "There has never been anywhere or anyone you can tell complaints too (sic) unless they are very very serious."

Student - White: "I'm not sure."

Student - White: "But they won't do anything about it."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

Student - White: "Only in some cases."

Student - Other: "Not that I can see."

Student - White: "Administrators but not teachers."

Student - White: "They don't friggin' care."

Student - White: "I think it goes in one ear and out the other."

Student - White: "Don't know."

Question 16 - There is a clearly explained way for students to present complaints and problems at our school.

Student - Black: "The principal is usually gone or busy."

Student - White: "I do not know who the principle (sic) is and I've gone here for 4 years."

Student - White: "I didn't know."

Student - White: "I haven't heard of any ways."

Student - White: "Bull, _____'s a schmuck and he hates anyone that doesn't kiss his _____ and he won't take tips or suggestions about the drug problem."

Student - White: "Sometimes."

Student - Hispanic: "I don't understand."

Student - White: "Because some of us kids have good ideas."

Question 17 - Students who treat another student unfairly are punished at our school.

Student - Hispanic: "They usually aren't caught."

Student - Other: "Only if someone finds out."

Student - White: "Yes, only good thing at this school."

Student - White: "We get away with it most of the time."

Student - White: "I don't know."

Student - Black: "Not all the time."

Student - White: "In reference to 17, the rules are not obeyed at all. People are animals. I hate going to a place like this."

Student - White: "If caught."

Student - White: "Also punished when doing nothing that is unfair."

Student - White: "Some of my friends are being or have been harassed or chases (sic) by students of other races for no reason. This seems unfair."

Student - White: "Teachers are very light in subjects concerning the punishment (sic) of fighters or other obnoxious students!"

Question 18 - Students feel safe and secure at our school.

Student - White: "Lockers are always being broken into; books stolen and destroyed. Staff must be much more severe in punishment of vandals and thefts."

Student - Other: "Impossible!"

Student - Hispanic: "I do, most blacks, hispanics, and brown colored people are not picked on. The white's have it the worst."

Student - White: "Some kids don't feel safe because other kids harass them. They're also afraid to tell the authorities."

Student - White: "The big kids feel good, the little kids feel sometimes unsure at school."

Student - White: "Sometimes."

Student - White: "Be serious!"

Student - Asian: "I don't feel too safe because some students always want to fight."

Student - Asian: "M-16's go on sale today,"

Student - White: " I do feel safe."

Student - Other: "Although some people feel safe and secure a good sum of people don't."

Student - White: "Just don't go in the bathrooms."

Student - White: "Bull, everyone's scared."

Student - White: "Nobody feels safe around this place, except the people that can fight go (sic)."

Student - White: "Not all students feel secure, too many gangs, etc."

Student - White: "Because of bad people."

Student - White: "I'm not sure."

Student - White: "Regarding #18 and 19, probably the only students who feel safe are those that are 5'8" and taller and look muscle bound."

Student - White: "It's hard to feel safe, secure and respected when trashy kids from (a nearby community) come VP here and cause trouble. They think they're special. I don't."

Question 19 - All students feel they are respected at our school.

Student - Black: "I don't know."

Student - Asian: "All the students make fun of me because of my nationality."

Student - White: "Sometimes (by some people)."

Student - "Bull, everyone's scared."

Question 20 - Both male and female students are treated equally and fairly.

Student - White: "Some of the teachers treat males better than females."

Student - White: "I think boys are pushed around a lot more because there (sic) are ment (sic) to be real tough."

Student - White: "Not in P.E."

Student - White: "Perhaps girls a bit more fairly."

Student - Asian: "Down with ERA."

Student - White: "P.E. boys get to wrestle and the girls get pushed in a corner."

Student - White: "Teachers grade according to looks, especially the Spanish dept."

Student - Other: "Guys are treated better. (Mostly Black.)"

Student - White: "It depends a lot on the teacher."

Question 21 - The secretaries and clerks treat all students equally and fairly.

Student - White: "They do."

Student - White: "They may but the male vice-principal doesn't."

Student - White: "I don't know."

Student - White: "I don't know."

Student - White: "I really (sic) don't know."

Student - White: "(Name----- is dangerous."

Student - White: "_____ is dangerous."

Student - White: "The attendance secretaries are not very helpful, and they really give you a difficult time about things that aren't your fault. They don't ever give students the benefit of the doubt. But the financial secretary is very nice to students, and helpful, too!"

Student - White: "Many faculty people still treat students like children. Some students may still act that way but others don't."

Student - Asian: "Secretaries often ignore students when they come to the office, for a very long time. Then they decide to help."

Question 22 - Cafeteria workers treat students equally and fairly.

Student - White: "Would never eat at this school."

Student - White: "The food isn't preferable (sic) anyways. Please better food."

Student - White: "Sometimes."

Student - White: "Bull, they're stupid and they yell at everyone that correct them."

Student - Asian: "The cafeteria workers don't give a _____."

Student - White: "Cafeteria workers are sometimes rude."

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

Student - Asian: "What if the school makes a boys club? That means the girls can't join in."

Student - White: "Bull, you see any blacks or mexicans in the computer or ski club?"

Student - Asian: "Exclude all clubs."

Student - White: "Because there is no longer a 'late bus' to transport VEEP students who wish to stay after school, those students cannot take part in extra-curricular activities."

Student - White: "No one is encouraged to take part in any activities, except those that give money to the school."

Student - Other: "Are you kidding?"

Student - Black: "Number 23 I feel is wrong because I feel people who are Hispanic or Black don't get the equal opportunity in sports as others."

Student - White: "We (or I) are/(am) not encouraged to join clubs. I never hear of clubs or entering clubs."

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

Student - Asian: "This is (name of community)."

Student - Other: "Are you kidding?"

Student - White: "On #24, not all students feel comfortable in our clubs and activities because not all of them can afford them. Also a large majority that are in these do have money which would make one who is less fortunate feel awkward."

Student - White: "Don't no (sic)."

Student - Asian: "Exclude ski club."

Student - White: "Same as 23 -- Bull, you see any blacks or mexicans in the computer or ski club?"

Student - White: "Sometimes (if there aren't any brats in them or if their friends are in too)."

Student - White: "I don't know because I don't get into any activities."

Student - Black: "I don't know."

Student - White: "I'm not sure."

Question 25 - Every year we review the rules and regulations to see if any need changing.

Student - White: "Bull, they leave them the same."

Student - White: "I don't know about 25."

Student - White: "1st year, don't know."

Student - White: "Absolutely not! We have no control over rules at our school."

Student - White: "Been here one year."

Student - White: "No one ever told me."

Student - White: "?"

Student - White: "I don't know if they review the roles or not but I don't think so."

Student - White: "They may review them but they don't change them."

Student - Asian: "We need to change some rules."

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General re: Instrument

Student - Black: "What kind of question is students feel safe and secure at our school? We could feel safe about other schools, and why should we not feel safe?"

Student - Asian: "This should be made clearer! 1 - 5? 5 = yes on this."

Student - Asian: "This is really ambiguous. I interpret the questions 5 = yes (very) 1 = no (emphatically)."

General Comments

Student - White: "There should be no rule that punishes people for showing there (sic) affection on campus. It's absolutely rediculous (sic)!!!"

Student - White: "The schools so called combo lunch are stupid. 90¢ for nothing, you get 1 milk, 1 fruit and a piece of pizza, hamberger (sic), etc. and 2 very small hashbrowns. It's supposed to be a nutritshus (sic) meal. P.S. Tell them to get off their larger kicks. P.S.S. So give us some more food!!!"

Student - White: "The only chance a person gets to see the principal or V.P. is if they are in trouble."

Student - White: "The kids inside the ASB and the administrators run this school, they really don't give a damn what happens to anybody else as long as they get what they want. And Ms. (administrator) is the leader of this three-ring circus. Abolish student government."

Student - White: "Most of these answers are viewed on my behalf of comments from others who have helped influence me as well as myself. Some I have only others for view-points."

Student - White: "The cafeteria workers should have better lunches for free lunch!!!"

Student - White: "My response on Question 18 is due to the fact that I don't feel as though the younger students feel as safe and secure as myself. They feel very intimidated by the kids that think they're tough, and the younger kids don't feel as though they have a way out."

Student - White: "(Name of school) doesn't let you continue your education in a public school after you have reached the age of 18. Some people have had family problems and the public schools can help you get back through high school. School activities help you to solve your problems and can make a better person out of you."

Student - Asian: "The grass areas shouldn't be off limits during lunch. There should be more places where students can have lunch comfortably."

Student - Other: "The teachers on this campus are good and if you have trouble you can go to them. There is not enough school spirit in this school. The students are just not getting involved. There must be a way to get more involvement. Some people are very prejudiced and there is sometimes a lot of hassles between two racial or social groups."

Student - White: "1. I think it is unfair to not be able to show affection (sic). It's totally (sic) unfair. 2. They should also have someone for people to talk to if you have problems."

Student - White: "I feel as if there is a lack of help deciding on college plans for example counseling, and so on. Also there should be some tutors (sic) for geometry and other courses that might be difficult."

Student - Hispanic: "I think the bandanas rule is silly because how many white people do you see in a gang? And kissing on campus is stupid, teachers act like they never saw anybody kiss before!"

Student - Asian: "The staff here at (school) are o.k. some of the time, but also they do not understand us (students). Showing affection shouldn't be outruled because, as I see it, the staff also at our age, I'm sure had a certain male or female in which they had a liking to. I really think that this rule of not being able to show affection is completely ridiculous and outrageous. I think that this rule is so STUPID!!!"

Student - White: "Ms. _____ is an unfit teacher. All she does is answer the telephone. She's absent for days at a time and she always says 'It is a review.' So then she doesn't teach it to us and we do bad on the test. Even though I am not an eighth grader I think there should be more activities for them."

Student - White: "The schools are starting more and more to help the ethnic groups and females in the school and help less and less the male white majority of the school. We hardly ever go on any field trips or outings, and they are only having conventions and talks for the ethnic groups. We are starting to be discriminated against."

Student - White: "I really haven't been here long enough to judge all of this."

Student - White: "The rules and discipline (sic) book at our school is never looked over or read by any teachers. The students never can suggest or change any of the rules. The discipline (sic) should be more enforced in some classes. At the beginning of the year the students should look over and change the rules."

Student - White: "I feel this school ----- needs to improve some of the rules. They are unfair and racist."

Student - White: "To (sic) many blacks are allowed to cause disturbances with their fellow students."

Student - Hispanic: "I feel that the teachers at our school are pretty fair. Most of them are very nice and get along well with the students, but the vice-principals and the administrators (sic) don't really care. They don't treat us fairly and most of them are unlikeable."

Student - White: "Some teachers are excellent but others need to be regulated. Some teachers and counselors are not very helpful in time of need and are thinking of their own record and not the student's problem. Some students are sometimes discriminated against in activities."

Student - White: "At our school I feel the students are not given a chance to express

Student - White: "At our school I feel the students are not given a chance to express their feelings on punishment and rules. When we are given that rare chance, we are usually not listened to. This used to be a good school but the administration, with all their stupid rules, has changed it into more of a prison! I used to like to come to school but now I hate it because I don't have any freedom. It really sucks!!!"

Student - White: "Some of the counselors don't really listen. They play it off really well though. If you do tell a counselor about a problem, it only gets you in more trouble with other students. Some of these rules are really stupid. They're unfair to the students. When, and if, we get a chance to complain about a rule, nothing gets done at all!"

Student - White: "I think the principal dumb (sic)! I think stupid that we can't have sex on campus or were (sic) anything that has to do with it."

Student - Hispanic: "The attendance office shouldn't jump on students' case like they really did a bad crime. That's what's wrong with them. It's really no use for yelling and screaming at them. They'll still do it. They just waste their time. And the school should be a lot cleaner than now. And put more spirit into the school. Put more fun activities."

Student - Unknown: "The counsels (sic) and teachers listen but they never give it a thought, you are always guilty."

Student - White: Mr. _____ never listens to the students' side of the story. He also reverses everything you do say. Pesonally, (sic), I feel he is unfit for the job."

Student - White: "Teachers don't listen to you if you have a bad past record the punishment is decided on that and not the rule broken. Mr. _____'s an asshole."

Student - Hispanic: "_____ 's a rig (sic). _____ is the best teacher. _____ is the only one who will listen if you have a problem."

Student - Unknown: "They don't let you explain first to make sure that you were not the (sic) doing the breaking the rules."

Student - White: "I think (school's) staff are really 'kick back' (sic) on rules and regulations and when they do enforce them they are ridiculous (sic) rules (bandaners, kissing-hugging)."

Student - Asian: "The Asistant (sic) to the financial secretary should be fired. He is rude and should not be at this school. He should have more respect for the students."

Student - Other: "I feel that students of certain races feel uncomfortable with others, this is probably the reason for little clicques around school."

Student - Asian: "There are several administrators in this school who do seemingly nothing all day but sit in their office and come out only at lunch. Who is the principal of this school anyway? Also, there are some workers in the office, namely in the attendance area, whose work is less than desirable."

Student - Other: "I think 'some' teachers think they can just put you out of their class just because you (sic) two minutes late. I think that is stupide (sic) some teachers are assholes."

Student - White: "Certian (sic) P.E. Coaches feel the need to keep females from entering their class. Administration almost never listens to the students' side of a problem."

Student - White: "I think that in some ways the schools try too hard to be fair to 'minorities' (and others) so that the 'majority' are at the disadvantage. I think in some ways they are also very fair by those who give the punishment more so than the majority."

Student - White: "The T.A.'s really lag."

Student - White: "Peer Counceler (sic)."

Student - White: "Students are never listened to around schools."

Student - White: "I do not have a 1st period and I went to a P.E. class to get my book and then I was going to go to another class to help a teacher and the P.E. teacher would not let me leave even though I have a pass that says I do not have a 1st period."

Student - White: "I don't think this stupid school has any right to tell students what to where (sic) at school such as bandanas, certain clothes, etc. People are not equal at our school they will not have punk rock dances at our school no matter what but they will have any other kind of dance."

Student - White: "School is too leisure-like; there should be more discipline; teachers should be more strict. It's like a vacation."

Student - White: "We should be able to show affection on campus if you are boyfriend and girlfriend. I think it is unnessesary (sic) to put a stop to it. I feel it is bullshit. It should be alowed (sic). I feel very strongly about this matter."

Student - White: "I think things are cool around campus. I got know (sic) complaints. Oh ya, I got a complaint I think we should be able to show effection (sic) on campus, if you are boyfirmed and girlfriend. I think it's bullshit!"

Student - White: "I think it's wrong to band (sic) certain parts of clothing just because the administration believes it's gang related. I don't believe it's right that students can't show affection for one another as long as it's not past a certain stage."

Student - White: "During finals, students should be able to leave campus on nutrition break. It would be thier (sic) own fault if they are late and fail the finals. But at least give them the option."

Student - White: "The rule about showing affection is stupid, and should be changed. We need more school spirit."

Student - Hispanic: "The rule about 'No showing of affection' should be abolished."

Student - Black: "Some of these people hear but they don't listen. Affection shouldn't be barred at schools. That's why we have sex education."

Student - White: "The showing of affection should be allowed. There should be no rule against it. It's something personal that you should be able to decide."

Student - White: "About the diciplin (sic) at our school. When one person or a group of people do something wrong other people suffer. For instance the bandanas were against the rules to wear only because it signified gang related activity. I don't think the school realized that they were a fad and not a challenge to others. Along with that at our school I got in trouble for holding hands with my boyfriend. I can understand about kissing but not about holding hands and walking arm in arm (after school)."

Student - White: "I have been accused of everything because of the way I dress (Gypsy, Hippie, Hevimetal). Recently I was accused of writing on lockers. I had many wittnesses (sic) at school who said that I had not but the word of one blind, senile lunch moniter (sic) got my parents called and I had to scrub lockers for 45 minutes after school causing me to miss a jam session. I have been attacked. Long haired males are not respected and are constantly picked on. The vice principal made me empty out my pockets."

Student - White: "You never learn, do you? Year after year you insist on taking an experience that covers six hours a day of almost every day of the first twenty years of our lives, and forcing us to translate that experience into meaningless blips for some godless computer to translate into statistics for the School Board to enjoy. ("God in heaven," you are saying, "doesn't this stupid ninth-grader know the definition of a run-on sentence?") You obviously feel that this will prove less of a strain on our feeble minds than an opportunity to tell you how we really feel. Having been naive enough to give me this chance to write anything I want, you deserve everything you get, and are you going to get plenty."

Blacks and other minorities are not discriminated against at dear old _____ (name of school). They come here from Southeast San Diego to spend six periods in the utter plasticity of white suburban life. They stick to themselves, look over their shoulders a lot to make sure that no one's calling them names (I've heard people do so), and are to be found almost exclusively in the average to sub-average classes because up to now, no one has been willing to pay the funds to make their educations worth a shit. When they go home in the afternoons, they can turn on their television sets and see themselves as ex-cons, or factory workers, or rapists, or adolescent hoods, or mothers on AFDC. They can look in newspapers and note the apparently acceptable ration of minority murderer-junkies to minorities who have "made it" by societies' standards. And no one at _____ (school) treats them with anything but the impersonal coolness every student receives.

I don't know how to conclude this. A kid I know just went by on his way to the principal's office. He's witty, intelligent, and has a stack of referrals half an inch high. He should be a natural winner; instead, he's about to drop math, and he has the worst citizenship grades you've ever seen because he insists on talking back in class (at times it's more like snarling back). He is sinking into a sea composed of his own self-absorption, alienation, and desperation to express himself, and there's no one to prove to him that the world needs him too, because, with forty students a period, his teachers have neither the time nor the energy to give a damn. I don't have any answers, only questions."

Student - Asian: "Some of these I don't know because usually I never see my counselor and teacher about anything so I don't really know if everyone treats everyone else fair or what."

Student - White: "I don't think girls are treated equally and fairly in comparison to the boys in P.E."

Student - Other: "Open the bathrooms!"

Student - White: "There is a need for left-handed desks. It is discrimination to have right-handed desks and not left."

Student - White: "Who cares, we're bailing the scene this year to _____ High!"

Student - White: "The whole S.D. school system went to the dogs a loooooong time ago!!!"

Student - Black: "This school is to (sic) strict."

Student - Black: "Some teachers are so nice. I really like them. Some are so mean that I want to throw a can of beans."

Student - White: "Stop the cafeteria (sic) from making its own food. Import more food from the outside, that doesn't need to be frozen or heated up!!!"

Student - Black: "Some of the teachers are not fair to other poeple (kids). They have very short tempers when they get to 4 or 5 period. At my old school most of them weren't like that. (I'm not used to that.)"

Student - Other: "Students aren't feeling safe and secure at our school. Students aren't always punished for treating another student unfairly."

Student - Black: "I feel that every student should be treated equally the same, but I haven't had any trouble lately, since I've been to this school and I hopt to keep it that way."

Student - White: "I think that Mr. _____ is not fair to the kids, he hits us with his ruler and brakes (sic) our pencils. He calls the boys 'boy'."

Student - White: "_____ (same teacher) hits us with ruler, gives referls (sic) for nothing. Embarrses (sic) us for nothing, gives to (sic) much homework and is a total jerk."

Student - White: "I feel a lot of the teachers don't care about students' feelings and they are only concerned with themselves."

Student - White: "The school needs serious help. Bring back (name of administrator)."

Student - White: "Bring back _____." (same name)

Student - White: "Bring back _____." " "

Student - White: "Increase students' security of private belongings. Decrease segregation (busing). Increase recovery rate for stolen objects."

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Student - White: "Segregation is not the answer to better relations between ethnic groups."

Student - White: "Administrators do not listen to the kids. Counselors are very nice at (their school). Bused in kids try to ack (sic) to (sic) big."

Student - White: "In this school more than $\frac{1}{2}$ the students seriously dislike the way Mr. _____ and Ms. _____ have taken over and changed things. There isn't much respect for them so how can they be obeyed? We need someone who knows how to run a school and handle the minds of our students. Someone like _____! Also there is a problem with privacy. Personal posetions (sic) are ment (sic) to be Personal, Ms _____!!!"

Student - Black: "I feel this was a little useless because every time we do surveys we are never informed of the outcome. I want to see the difference in the school."

Student - White: "Everything in plural, I don't know how other people feel, just me."

Student - White: "Not explained well enough. Definately (sic) not all the teachers, they don't give you a chance to speak, they don't believe you. See counselor! refuse."

Student - White: "They do not let us tuss. Blacks beat up on whites."

Student - White: "Why not waste taxpayers money on something worthwhile you fools!!! We need better government. These sheets are unnecessary. Everything workes (sic) at (our school) so buzz off!!!"

Student - Other: "They don't have a blank for American Indians. We want better Cafeter-ia food!"

Student - White: "My apinion (sic) is no school."

Student - White: "The rules, especially concerning absences are vague and confusing. Why do you want to know my race? That is racism; it shouldn't matter what race I am, all people are created equal."

Student - White: "Students charged with breaking a rule are allowed to explain their side but their side won't always be taken into consideration. Some administrators listen others do not. Most administrators and some board members feel that students shouldn't have any say with things concerning the school. Therefore, to make a complaint one must find the right person to tell. Male and female students aren't treated equally when it comes to athletics. More money, time, and care is spent towards the male athletic program."

Student - White: "Counselors don't give students encouragement."

Student - White: "The one time I have been to the counselor it was for getting a warning. I was not given any respect and I barely had time to present my side of the story. Another counselor that a couple of my friends have spoken to has looked down on them and tells them they have no chance to get into college."

Student - Hispanic: "I feel it is necessary to have more respect for students that are busy outside of school activities. Elective credits are a waste of time for some

students (like myself). A student cannot pass if he/she does not resieve (sic) a given # of Elective Credits. I am not really interested in spending any more time with school activities, I would rather spend more of my time on personal accomplishments. I have talked to some Administrators, they listen but they say they cannot do anything about my problem since it has to do with SDCS requirements. I am learning just as much outside of school about (Race/Human Relations) getting along with and understanding other people--Except I just don't get school credit for it. My parents agree with me, but what can WE DO? (Includes name of student).

Student - White: "_____, a counselor at the school, is incompetent. He treats the students in a poor, very insulting manner. He tends to embarrass them as well as not aiding them enough."

Student - White: "Busing was the worst idea that ever came about and whoever thought of it should be shot. Stop busing please. My sister got chocked (sic) by a Mexican. Buses are gas hogs to top it of (sic). Don't ever think of busing me anywhere."

Student - White: "The cafeteria workers are very mean. When it comes to a complaint Mr. _____ dose (sic) not lesen (sic) to your side."

Student - White: "I don't like the confidence they have when they give a person there (sic) schedule."

Student - Asian: "Ms. _____ doesn't listen to a student. Mr. _____ doesn't treat students fairly."

Student - Black: "If you lose your lunch card over the weekend they won't give you another and even if you don't won't (sic) to get it on Friday."

Student - White: "Be able to talk in class."

Student - Asian: "Some people who are stronger than others pick on the people who can't fight them a lot."

Student - Other: "People get in to (sic) many fights for stupid reasons. They beat you up for nothing."

Student - Other: "The cafe workers treat you unfairly just because we get held up in class and are late for lunch!"

Student - Black: "We should get to get free lunch cards if we had one already!"

Student - White: "I think one P.E. teacher favors people in her class. Sometimes she treats them like dirt."

Student - White: "We should change the rules about staying after school for being tardy."

Student - Asian: "All boys and girls should be treated equally."

Student - White: "Rich and poor people should be treated equally."

Student - Other: "All boys and girls at this school should be treated fairly no matter what race they are."

Student - Asian: "We should change the rules of this school."

Student - Asian: "We have to change the school rules."

Student - Asian: "I haven't been at this school long enough to really answer these questions."

Student - White: "When we are accused of breaking a rule we are sent to a counselor. The teacher does not listen!"

Student - White: "Spend more money on equipipedment (sic). Buy school computers. Mean conculer (sic)."

Student - Other: "People in calfateria (sic) are mean to kids. I think people sould (sic) have more time to sleep. We sould (sic) be abel (sic) to eat in class."

Student - White: "Why do you ask these questions when you probably now (sic) the answers?"

Student - White: "Not the Black person (lady)."

Student - White: "This school is heavely (sic) over populated and it is very hard to learn anything."

Student - White: "The food stinks!"

Student - Asian: "Some teachers don't treat girls, boys fairly in P.E. activities. Some teachers are against colored students so the teachers try to get the colored students out of their class."

Student - Other: "I think the people who work at our school get into the kids (sic) business too much!"

Student - White: "I think (school's name) should have a yearly talent show."

Student - White: "I think that (school's name) is one of the best well organized schools I've been to. Except the time, we should go to school at 9:00 and leave at 2:30."

Student - White: "Teachers do not hear you out--they see something happen and just accuse you of it. Teachers treat male and female uneqarly (sic)."

Student - White: "What is this all about. Why do we haif (sic) to do this? Who is responsible for this? Is this about the school or about the students?"

Student - White: "Allow walkmann - radio headphones at our school!"

Student - White: "Fire the male vice principal."

Student - White: "Mr. _____ is very unfair. He always calls people names, hits them with a ruler. Most of the time calls me stupid and won't answer my question."

Student - White: "The vice principal never listened to my side of the story. She just assumed what happened and suspended me without listening. She's very rude."

Student - Hispanic: "I thing (sic) you should stop the smoking in the bathroom."

Student - White: "The V.P. at this school are not fair at all and the counselors don't do much when you have a problem."

Student - White: "Teachers, counselors, and whomever don't liesten (sic) to us kids because we're kids. They feel kids will lie because we are kids. You guys goota remember kids are people too. We are automatically guilty because we are younger than you guys. Come on and give us a brake (sic)."

Student - White: "Bull shit!"

Student - White: "This school is very predgidist (sic)!"

Student - Other: "WARP graphics."

Student - White: "I think we should all have a chance at changing the rules!"

Student - White: "(Name of their school) is ok--not that great."

Student - White: "Wy (sic) don't you do somthing (sic) abot (sic) the bad language?"

Student - White: "This school should be more fair to its students. It should change its rules to better ones and they should fire all of the teachers except for _____ and _____ and _____."

Student - Asian: "I think the school should have sport teams like basketball, football, etc."

Student - Hispanic: "No comment okay!"

Student - Asian: "1. Smoking Zone; 2. longer breaks; 3 liver girls; 4. leave class any-time; 5. smoke anywhere on campus; 6. one joint of Budda Tye; 7.8.9.10. Drugs."

Student - Black: "I think we need more time to go to our lockers because 5 minutes isn't enough for those who have to come a long way to class and from class."

Student - Hispanic: "I feel that school should start being more strict with their students, and get a lot more serious."

Student - Asian: "I think that the security guards think that they are the warden or something, especially that Mexican guy. And we should have a smoking area like other schools. And if somebody's different they treat others like aliens. ANARCHY!"

Student - Black: "Most of these are lies. Students don't get to explain their side. Their complaints aren't listened to. Liars! Everybody doesn't get punished equally."

Student - White: "Administrators listen but do not comprehend. It's like talking to a brick wall."

Student - White: "The attendance secretaries are generally not very helpful. (They 'mess up' too often.)"

Student - White: "There needs to be a space allotted (sic) for 'don't know'."

Student - Other: "I had low opinions on numbers 7, 8, 9, and 14 because the staff may listen but not hear what the students say."

Student - White: "My counselor (sic) does not encourage success. He only tells me what a (sic) can't do or where I cannot go to college. He does not try to help me get into college. He has no suggestions about what classes are helpful for my transcript. It seems that he wants me to fail. College requirements are not made as clear as they could be. Information is passed on by rumours."

Student - White: "The administrators don't know anything!"

Student - White: "I have seen many knives and guns brought to this school and I myself have had my locker broken into. I think much more should be done about this. There is a big drug problem here too."

Student - Hispanic: "4's = Most of the time. 2's = It depends, can't say no, can't say yes."

Student - White: "On most of the questions that I wasn't certain of, I answered a #3. I find our school fun and students are treated equally."

Student - Other: "This school is like a prison. It sucks!"

Student - Other: "People at our school different that are (sic) races aren't treated properly!"

Question 25 - Every year we review the rules and regulations to see if any need changing.

Staff - White: "I'm new and don't know enough about this."

General re: Instrument

Staff - White: "I don't feel the teachers should have the same questionnaire as students."

Staff - White: "I don't believe the results of your survey will prove valid."

Staff - White: "Very poor survey! All general statements. Who can answer 100%?"

Staff - Hispanic: "Provision should be made in the answer column for those areas that are not observed or insufficient knowledge for correct assessment!"

Staff - Other: "This questionnaire is poorly worded and extremely confusing. Do you want me to make judgments???"

General Comments

Staff - Other: "Minorities are given greater latitude in what is acceptable as appropriate behavior."

Staff - Other: "I think this program STINKS!"

Staff - White: "Semester I it was very difficult, as the district did not arrange a bus for students from I.E. who wished to remain for activities, clubs, and tutoring. Semester II this item would also be a 5."

Staff - White: "Our school does not use punishment - only consequences. This word (consequences) has been substituted in each statement where appropriate before I have answered."

Treatment
Secondary
Staff

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

Staff - White: "Many students claim that they have never seen or heard them."

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

Staff - White: "Many students claim that they have never seen or heard them."

Question 3 - Students have a part in writing the rules of the school.

N/c

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

N/c

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

N/c

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

Staff - White: "No Answer. Our school does not use punishment as a form of discipline."

Staff - White: "This is a non-punitive school, no punishment."

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

N/c

Question 8 - Administrators listen to the student's side of the story when they are charged with breaking a rule.

N/c

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

Staff - White: "No Answer. Our school does not use punishment as a form of discipline.

Staff - White: "What punishment? This is a non-punitive school, no punishment."

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

Staff - Black: "Most of the time."

Staff - White: "In my experience; can't speak to whole school."

Staff - White: "I don't know what all other teachers do, also refs are made for concerns, not just rule breaking."

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

N/c

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Staff - White: "I don't know what all other teachers do, also refs are made for concerns, not just rule breaking."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

N/c

Question 16 - There is a clearly explained way for students to present complaints and problems at our school.

N/c

Question 17 - Students who treat another student unfairly are punished at our school.

Staff - White: "No Answer. Our school does not use punishment as a form of discipline."

Staff - White: "Not punished but problem dealt with--discussion."

Staff - Black: "Counseled usually, not punished, unless physical contact was involved."

Question 18 - Students feel safe and secure at our school.

Staff - White: "Good question."

Question 19 - All students feel they are respected at our school.

Staff - White: "In my experience."

Question 20 - Both male and female students are treated equally and fairly.

N/c

Question 21 - The secretaries and clerks treat all students equally and fairly.

N/c

Question 22 - Cafeteria workers treat students equally and fairly.

Staff - Black: "From my observation, I would say yes."

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

Staff - White: "There is no late bus, ergo, the VEEP students are not able to join clubs."

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

Staff - White: "Some kids I'm sure do feel comfortable."

Staff - White: "This question is not answerable based upon #23--There is no late bus, ergo, the VEEP students are not able to join clubs."

Question 25 - Every year we review the rules and regulations to see if any need changing.

Staff - White: "I'm new and don't know enough about this."

General re: Instrument

Staff - White: "I don't feel the teachers should have the same questionnaire as students."

Staff - White: "I don't believe the results of your survey will prove valid."

Staff - White: "Very poor survey! All general statements. Who can answer 100%?"

Staff - Hispanic: "Provision should be made in the answer column for those areas that are not observed or insufficient knowledge for correct assessment!"

Staff - Other: "This questionnaire is poorly worded and extremely confusing. Do you want me to make judgments???"

General Comments

Staff - Other: "Minorities are given greater latitude in what is acceptable as appropriate behavior."

Staff - Other: "I think this program STINKS!"

Staff - White: "Semester I it was very difficult, as the district did not arrange a bus for students from I.E. who wished to remain for activities, clubs, and tutoring. Semester II this item would also be a 5."

Staff - White: "Our school does not use punishment - only consequences. This word (consequences) has been substituted in each statement where appropriate before I have answered."

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

Student - White: "Could be enforced a little more."

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

N/c

Question 3 - Students have a part in writing the rules of the school.

N/c

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

N/c

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

Student - White: "Very fare (sic)."

Student - White: "We only have 3 Black people in our school."

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

N/c

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

Student - White: "On the playground no, otherwise yes."

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

Student - White: "Deffenitly (sic) not."

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

Student - White: "We don't have assigned counselors."

Student - White: "I have never been to a counselor."

Student White: "I have never had to go to a counselor."

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

Student - White: "No it is brought to the princable (sic) immediately."

Student - White: "Sometimes they don't listen."

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

N/c

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

Student - White: "We don't have referrals."

Student - White: "Don't use referrals."

Student - White: "Don't have referrals."

Student - White: "We don't use refferals (sic). I think that when some children get suspended there isn't a good reason."

Student - White: "No refferrals (sic)."

Student - White: "I really don't know about that because I've never had one, and we don't really have that sistem (sic)."

Student - White: "Our teacher has only given a referral once."

Student - White: "We don't have them."

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

N/c

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Student - White: "No the princables (sic)."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

N/c

Question 16 - There is a clearly explained way for students to present complaints and problems to our principal.

N/c

Question 17 - Students who treat another student unfairly are punished at our school.

Student - White: "It depends how harshly someone is treated."

Question 18 - Students feel safe and secure at our school.

Student - White: "Some of the other students make other students feel uncomfortable by teasing."

Question 19 - All students feel they are respected at our school.

Student - White: "I'm not by authouraty (sic)."

Student - White: "Some people treat the not so wealthy really cruel."

Student - White: "Some people don't even respect themselves."

Question 20 - Both male and female students are treated equally and fairly.

Student - White: "I think male is treated more kindly than females."

Student - White: "Most of the time. Some teachers favor a certain sex."

Question 21 - The secretaries and clerks treat all students equally and fairly.

N/c

Question 22 - Cafeteria workers treat students equally and fairly.

Student - White: "Kids help work our cafeteria."

Student - White: "We have a student cafeteria crew."

Student - White: "Sometimes because kids work in our cafeteria and give more to their friends."

Student - White: "We have 1 adult working at cafeteria. The rest are students."

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

Student - White: "Yes, but hardly anyone differant (sic) does them."

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

N/c

Question 25 - Every year we review the rules and regulations to see if any need changing.

N/c

General re: Instrument

N/c

General Comments

Student - White: "Students do not get to take part in the makeing (sic) of a rule. When students who tell the principal or teacher about a problem, the teachers don't do anything about it! That's unfair! I think our school has a poor staff ever since we got a new principal."

Student - White: "We don't use referral slips. At our school we have one or two adults working in the cafeteria. We have only one counselor at our school."

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

N/c

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

N/c

Question 3 - Students have a part in writing the rules of the school.

N/c

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

N/c

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

N/c

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

N/c

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

N/c

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

N/c

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

N/c

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

N/c

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

N/c

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Staff - Black: "And the District Counselor."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

Staff - Black: "Through the Student Council under the guidance of the District Counselor."

Question 16 - There is a clearly explained way for students to present complaints and problems to our principal.

N/c

Question 17 - Students who treat another student unfairly are punished at our school.

Staff - Black: "These children are referred to the District Counselor for individual or group counseling."

Question 18 - Students feel safe and secure at our school.

N/c

Question 19 - All students feel they are respected at our school.

N/c

Question 20 - Both male and female students are treated equally and fairly.

N/c

Question 21 - The secretaries and clerks treat all students equally and fairly.

N/c

Question 22 - Cafeteria workers treat students equally and fairly.

N/c

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

N/c

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

N/c

Question 25 - Every year we review the rules and regulations to see if any need changing.

N/c

General re: Instrument

Staff - Asian: "This is very tacky! I am the only Asian staff. To do any identification, you will know basically how that minority feels, and the rest (vast majority) who do not need to be singled out! This is saying--to integrate, you must first discriminate."

General Comments

Staff - White: "Our school has a very positive atmosphere. The principal puts the children first--setting the tone for the school. Without the strong leadership and support from the administrator, we could have many human relations problems."

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

Student - White: "Most of the students don't read this."

Student - White: "If there is I've never seen it."

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

Student - Other: "They are highly taught because there are some teachers and others who care enough."

Student - White: "Most rules are in such a manner that I don't understand them."

Student - White: "The rules of behavior are not taught to understand because if they were there would be less trouble at school."

Question 3 - Students have a part in writing the rules of the school.

Student - White: "In my opinion students that are not in clubs or not very attractive get left out of many things because no one wants to listen."

Student - White: "This was not told to all of the students and I don't believe it's true anyway."

Student - Asian: "If we do have have a part in writing the rules of the school, I've never heard of it."

Student - White: "I don't know if they do or don't."

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

Student - White: "There are ways but not everybody goes about it in that manner."

Student - White: "We were never informed as to whom we should see."

Student - White: "Public remonstrance."

Student - Other: "There are sometimes little meetings were(sic) people can express there (sic) feelings, but nothing changes."

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

Student - Black: "Because I have never been in the position for punishment I don't know what staff members actually do for each student, race or sex or if there is any obvious discrimination on a staff member's part."

Student - White: "Some students with a different culture are treated better than American or black students."

Student - White: "Unfortunately, this depends too much on the teacher or staff member who the student is charged by. Many teachers have a biased opinion towards certain students."

Student - White: "Our attendance are very prejudice (sic) against Whites."

Student - White: "Some teachers treat black and Mexican students unfair because the teachers think that all black and Mexican steal and no other race does. That's not true."

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

Student - White: "Not always."

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

Student - White: "Most of the time a student is accused and punished before they even get a chance to tell their side of the story."

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

Student - Other: "Mr. _____ and Mr. _____ do."

Student - Other: "The administrators don't always listen to your side of the story."

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

Student - Other: "Counselors listen more (or they should)."

Student - Other: "Mrs. _____ needs to be fired."

Student - White: "_____ doesn't."

Student - White: "This the opinion I have of my counciler (sic) only."

Student - White: "On #9 it depends on if the counselor likes the student."

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

Student - Black: "I do know; however, that the teachers are not as willing to get involved with student problems or positive activities, such as sponsoring a club.

Student - White: "On #10 it depends on the teacher and the rule the student has broken."

Student - White: "Mrs. _____ doesn't."

Student - White: "Most teachers let the administrators or counselors take care of them."

Student - White: "Depending on the teacher."

Student - White: "Not all teachers care what the student has to say because some teachers think they know everything. They never give minorities a chance."

Student - Other: "Teachers need to listen more."

Student - White: "Teachers do not often listen to the student's problem, they just send them to the office or forget about it. I doubt #10."

Student - White: "Some teachers accuse you of something and won't listen to your side of the story at all!"

Student - White: "Some do, some don't."

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

Student - Other: "They don't punish races the same."

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

Student - White: "Not inless (sic) it is very bad."

Student - White: "Too many teachers let their moods reflect their actions. For instance, if a teacher has had problems with an earlier class they think all of their students will cause problems and take out their aggression on a student for something entirely ridiculous."

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

Student - White: "This has never been made clear."

Student - White: "I don't know who to see if I have a complaint because it seems like every time you do go to complain everyone's busy and if you do leave a message they never get it."

Student - Asian: "I know whom to see but nobody seems to do anything about it."

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Student - Asian: "I know whom to see but nobody seems to do anything about it."

Student - White: "This school presents counselors as being the only staff members they can talk to and counselors are too busy or not responsible for the area in which the complaint is in."

Student - White: "To (sic) much generalizing #14 we have a box that listens."

Student - White: "When they are listen (sic) to it just goes in one ear and out the other."

Student - White: "Absolutely not."

Student - Other: "By some of the administrators only and none of the teachers."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

Student - White: "Absolutely not."

Student - White: "There is a means to express complaints but after they have been listened to little is done about our complaints."

Student - White: "In one of my classes, the majority feels that nothing is being taught by this one particular teacher and when brought before the counselor, nothing was done about the lack of teaching in the class. Thus, many students are dropping it at the semester or altering their entire schedule to get another teacher for the same class. The reason seems to be that the teacher has been here since the school opened and that he will retire soon anyways."

Question 16 - There is a clearly explained way for students to present complaints and problems to our principal.

Student - White: "I know of no way to present complaints to the principal."

Student - White: "All that has been indicated is that members of the ASB only talk to the principle (sic)."

Student - White: "Have never heart of a set-way to see the principal but he is accessable (sic)."

Student - White: "I don't know of one."

Question 17 - Students who treat another student unfairly are punished at our school.

Student - White: "Many teachers will turn their backs or say the student deserved it which is beside the point. No student has the right to harm or disturb another student."

Student - White: "Regarding #17, I have seen some pretty unfair treatment of students and the people responsible go unpunished."

Student - Other: "About No. 17 if the smaller guy tells the bigger guy gets him again."

Question 18 - Students feel safe and secure at our school.

Student - White: "I think we need (sic) more suport (sic) after school, outside the gate. This is my opinion on number 18."

Student - White: "Depending on the student."

Student - White: "Stupid question. Students all feel different."

Student - Asian: "As for security here, there is nothing to feel safe about, because there are always theif (sic) and lots of other things going on like gang fights."

Student - White: "Not always with drugs."

Question 19 - All students feel they are respected at our school.

Student - White: "Respected in high school, give me a break."

Student - White: "Not be some students but by adults I do."

Question 20 - Both male and female students are treated equally and fairly.

Student - Other: "Women get more attention."

Student - Hispanic: "Fairly but not equal."

Student - Other: "Equally but not fairly."

Question 21 - The secretaries and clerks treat all students equally and fairly.

Student - Black: "The secretaries in the main office are particularly unfriendly and sarcastic."

Student - Hispanic: "Fairly but not equal."

Student - White: "For early arrive ROP students, members of the attendance office have not always been understanding of our needs. When our bus is late, they talk and act as if it were our fault and we are wasting their time."

Question 22 - Cafeteria workers treat students equally and fairly.

Student - Hispanic: "Fairly but not equal."

Student - Asiar: "I feel strong about my answer on number 22 because a cafeteria worker got mad and yelled because I went on the wrong side."

Student - Other: "Students of all backgrounds are not encouraged to run for leadership positions."

Student - White: "I never worked in the cafeteria."

Student - White: "I've never bought a lunch."

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs and activities of our school.

N/c

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

Student - White: "Too many Preppies who tend to ridicule other people for not having their style of manners and clothes."

Student - Asian: "Poor students and sometimes middle class students can not afford some of the things required for the clubs, and cutting down on activities in school is not right!"

Question 25 - Every year we review the rules and regulations to see if any need changing.

Student - White: "Some of these questions we do not know about like number 25. How would we know if they review the rules or not. They don't tell us anything."

Student - White: "I'd like to know who the hell 'we' is in number 25."

Student - White: "More students should be involved, I never heard of this."

General re: Instrument

Student - Black: "This is hard to understand and dumb."

Student - White: "This test was difficult to understand what with the letters Y & N and all those extra bubbles."

Student - White: "I think you should have written (sic) something about how do you treat hispanics, blacks, etc., etc."

Student - White: "Mrs. _____, this is not a survey that should be "fill in the bubble." It is impossible to get people's true opinion in this way. Is the school parranoyed (sic) about their disciplinary actions? There is nothing (or very little) that anyone can do about it. A student (no matter what ethnic background) can express themselves in any way they wish if they decide to just as an administrator or teacher can "tune out" or choose to listen to whomever they please. This survey helps nothing. Good Luck."

General Comments

Student - White: "This school needs an indoor lunch room for rainy days so we don't get so wet."

Student - Other: "I think students should have some rules to make up to."

Student - Asian: "I entered the school late."

Student - Other: "It is encourage (sic) for all students at _____ School to take part in a (sic) extra curricular activity such as the fishing club, but that under the most evident circumstance of my behavioral pattern, I dislike fishing. Why don't you people published (sic) more logical question such as "do you have to (sic) many fish smelling people at your school, and I'll have to say Yes or mark 5 because their (sic) too many Tunamen at my school. Girls smells fishy too, but doesn't all of them."

Student - White: "I haven't seen anything really done to try to help the school and its people. Also I feel that teachers don't really listen to the complaints or problems of the students or give them a change (sic) to explain. But this doesn't go for every teacher. I like _____ very much and couldn't ask for a nicer school or better people."

Student - White: "I didn't even know who (the principal) was for 3 semesters!!!"

Student - White: "Get a clue!!!"

General re: Instrument

Student - White: "This test is difficult to understand."

Student - Black: "I think this survey was very fairly evaluated and I hope you look over my answers."

Student - Asian: "It is a dum (sic) test, for we don't know if you means (sic) yes or no or 1-5."

Student - White: "It is hard to answer some questions such as numbers 20, 24 and others because we fit into a certain catagory (sic) and it is hard for me to answer these questions in an open way."

Student - White: "I think this should have been a yes or no survey cause some of the questions you can't relly (sic) answer and some questions were just plane (sic) out stupid."

Student - Black: "This survey seems to only make the school look good to the city."

Student - White: "The answers that I marked '3' usually meant I didn't know much about it so I wasn't sure."

Student - White: "This is a stupid test because it won't be payed (sic) attention to anyways!"

Student - White: "Who cares. What's the big deal, are you pulling my leg? Who pays for this anyway. Stop joking around."

Student - White: "Who cares!!!! What a wast (sic) of money and time!!!"

Student - White: "This is a really dumb test it just wasted time! Who was the idiot?!"

Student - White: "This test sucks."

Student - White: "Take this thing and stick it! This was the dumbest thing I ever did! Whoever wrote this is an idiot!"

Student - White: "I think this test isn't quite clear when it comes to the 'question'. Stealing (too much)."

Student - White: "This test is difficult to understand and dumb."

General Comments

Student - White: "If students hav a say in the rules we are unaware of it. Students don't know who to go to in order to change a rule. They often go to the incorrect person."

Student - White: "I haven't broken any school rules or been given punishment by the school, so questions 6-12 are irrelivant (sic). I also have never been treated in an unfair manner, making this whole survey an educated guess. Otherwise I feel this survey is a good thing for people who have problems of this nature."

Student - White: "The quality of certain teachers is very low. (No names mentioned, but here's a little hint _____.) Hey dude! 11th grade (adv.) _____ teachers rule!"

Student - Hispanic: "(The school) does try to get students of different cultural backgrounds to join clubs and organizations. Some students feel this isn't true but generally it's the students who really don't wish to participate and are close minded towards the clubs and/or organizations. The staff at _____ is generally for the student and tries to make (the school) a pleasant place for students. Especially the principal who tries to learn everybody's name and is willing to talk to students about any problems they may have."

Student - Asian: "Teacher did not treat student fairly, they doesn't (sic) care how students are doing."

Student - White: "There are a lot of questions/statements that I can't comment on because I really have no idea. I think this school really knows what's going on (as far as the staff is concerned). Whenever I have a problem I feel I can go to ----- (and I have) or one of the teachers here at (the school). Most of the clubs cost money, therefor the poorer people would not (and do not) feel as 'wanted' as the richer students do."

Student - White: "I sighed (sic) up for ROP last semester and, when I went to pick up my program it was all different and I couldn't take ROP again. I had to stay with my classes and I think it's unfair."

Student - White: "There are many threes because I haven't had enough experience seeing the staff working with the students. So I cannot give very high or low marks. Many of the threes are 3+."

Student - White: "On some of these answers, I am not quite sure of the answers. I have never gone in the cafeteria, so I do not know how people are treated there. I can only judge if our staff is fair to people breaking rules by what my friends tell me."

Student - White: "I think that many of the secretaries, like in the counseling office and the girls attendance are very rude and mean to students and I don't like the attitude that some of the administrators and security people have toward the students."

Student - Black: "One of the major reasons I feel (our school) is a good school for me is because of my relationship with my counselor. Maybe if people or students had a closer relationship with counselors, teachers, or administrators they'd feel more comfortable being here."

Student - White: "I am very proud that our school is one of the very few to have very little racial problems (that I know of). Especially in sport activities."

Student - White: "To whom it may concern: This survey is an obvious waste of tax-payers' money, the imbacility (sic) of spending money on a survey like this when there are so many other needs of students and so many cut backs on things really needed boggles the mind!"

Student - White: "I also want to see _____ go to a few baseball games. We also need a few more assemblies if not for the whole school, at least for the advanced students. Half the year is over and we have only had one real dance."

Student - Asian: "We should have longer lunch time and later starting school not 8:00 a.m.!"

Student - White: "I think this survey is stupid. It is set up in a dumb way and I don't see how can (skipped noun) get any real help of information from this survey. It is just a waste of class time."

Student - White: "I feel as if the principal is never around our students enough and that he should sit in our classes or observe them more often. I also feel that if we could have a time when all teachers and principal and others, students could get to know each other."

Student - Black: "Sometimes I feel that the teachers shouldn't give students referrals because of some pettie (sic) situation. Sometimes it be (sic) the teachers' fault too. Also the Administration do (sic) not try and do something about the complaints at our school. They sometimes do what they feel is right in their eyesight but don't consider going further to see what the student would like to get done. The school is excellent in some ways, and in others I feel myself, it needs improvements."

Student - White: "I think there are too many Vietnamese (sic) kids at this school. They seem to think they own the world."

Student - White: "The stealing at our school is very high and something should be done. I know from personal loses (sic) in valuable articles--2!! watches and wallets with driver's licenses. The gym are thieves (sic) headquarters and nothing is done. They should have a custodian walk around in the gym during dressing and during the period."

Student - White: "While waiting for the bell in P.E. girls are allowed to do anything they want, but boys have to sit against the fence. Also the girls don't have to take showers and boys do. Girls have private stalls in the showers."

Student - Asian: "Low class people are not taught good manners and politeness. Also, students do not really concentrate on studies. They mess around with their friends."

Student - White: "This test seemed racest (sic). I think the test was stupid!"

Student - White: "This school is to (sic) far behind the times. You need to get some computer-math and data-processing classes. Also some up-to-date equipment in your shop classes."

Student - Asian: "Students who brake (sic) the rule at this school are not being punished enough. Proof: People who threw food never stop, even after they were punished. This proved that they were not punished hard enough."

Student - White: "School is no fun it sucks."

Student - Black: "Some teachers are too easy with the students."

Student - Black: "The San Diego School District should get a rule book going again to let the students know the right rules of the schools because everyone who's in trouble are (sic) in trouble because they don't know the real rules."

Student - Hispanic: "Half the things are not true. Counselors don't do anything."

Student - White: "I don't feel safe or respected here and people are very mean to people who aren't like them."

Student - White: "In P.E. the teacher watches the girls always."

Student - White: "The girls have better locker rooms than the boys. They have private showers and two benches between the lockers."

Student - White: "I do not know much about discipline problems at my school or how students are warned and punished, but what I do know, I feel that the system is fair."

Concerning racial problems, I feel that sometimes not all races are treated equally in every respect."

Student - White: "I think _____ (attendance) should be recognized a lot more. I think she does a 'great' job and should be recognized more. The cafeteria workers do a nice job, except (sic) their (sic) not very friendly except (sic) -----??--she's a very pleasant person, the people who work in thier (sic) to supervise the lines don't do much except (sic) the _____ man who's not their (sic) much. I think they need to be stricter. I'd say the administrators are very nice and friendly except (sic) _____ and _____, thier (sic) prejudice they don't treat the Whites like the Blacks, their (sic) very unfair. Some of the teachers are getting senile, I think it's a shame. But the students are suffering. I hope you appreciate my opinions. 'Thank you for letting me express them!'"

Student - White: "1. I think that people of other races should get together and openly discuss the racial problems at (our school). 2. A lot of my white friends can't accept the fact that I have friends of other races. 3. Although I have a lot of friends of different races, I sometimes feel uncomfortable around a big group of them. 4. Compared to other schools, I think the racial balance at (our school) is equal."

Student - White: "I think that we should have more security on the weekends so our lockers do not get vandalized! We should have more activities at lunch, fun things, bands, play better music than what we usually listen to--is the Black disco, they should play all kinds of music for everybody!"

Student - White: "I believe that the teachers in general should try to hear student complaints."

Student - White: "I think that some of the questions were pretty dumb myself. But I feel that you can be purple or yellow or any color or wear stripes and I will still respect you the same way as I treat my family and friends."

Student - Black: "Being a new student at (our school) has not enabled me to commit (sic) on all the statements fairly. Attending (our school) has been one of the best things I decided to do. Not only have the students befriended me so have the teachers. I think (our school) has one of the best curriculums in the San Diego District (i.e., Business). One grievance that I do have is that I never recieved (sic) anything explaining the behavioral rules of the school."

Student - White: "In the first place even though I don't get into very much trouble and didn't know how to answer some of the questions, I think the biggest problem with trying to get someone (administrators, counselors and teachers) is that they've already made up their minds about the subject. Or they go and do exactly what they were going to, or try to shove it off on somebody else."

Student - Other: "I only have one comment about a rule here at (our school). The rule does not allow students to paint their lockers. I feel that students could brighten up a school and express part of themselves this way. I have talked to some of the staff (here) including the principle (sic) but everyone puts it aside saying it would get out of hand. I feel that we should give this idea a chance and if it does not work out it just won't and that will be that but give the students a chance. I feel our school may be clean but it sure is ugly."

Student - White: "Many people don't know who to talk to and even then many pay no attention to real troubles."

Student - Other: "I think this school has too many Preppie Faags!!!"

Student - Hispanic: "The school should try to explaine (sic) more cleary (sic) what activities it has to offer. And also more time for lunch only 30 min. by the time you stand in line and get your food, lunch is over."

Student - White: "Many of these questions I realy (sic) have no answer for, I don't get into trouble and don't realy (sic) talk about it to friends who do. I've never even been in the cafeteria to know if they are nice."

Student - White: "Overall I have found (our school) to be a very enjoyable school. However the ----- does leave me with an uneasy feeling and I have found a number of students that share that feeling with me. I'm sure you are taking care of the problem though. Can we crack down on smoking in the bathrooms. I'm alergic (sic) to smoke and should I need to wash my hands etc. I don't think it fair I would have to choke on smoke."

Student - White: "I didn't know students had a part in writing the rules of the school with exception of ASB choosing activities. People breaking into lockers are usually not caught, therefore not punished. My locker has been broken into twice."

Student - White: "1. Teachers don't put enough effort in what they are doing.
2. The security system doesn't do a good job."

Student - Black: "We as students, have no idea of how you go about accomplishing anything you do. Question 1 and 25 are redundant. I think that the school is much to right wing. Let's get teachers like _____ replaced by a person who does not allow his/her personal opinions to get involved with teaching math. Tell _____ that peroxide is not good for her hair. It causes cancer in laboratory rats. _____ is cool."

Student - White: "If I didn't answer it was because I don't feel knowledgable (sic) enough about the question and therefore my answer wouldn't help."

Student - White: "I feel some of these questions and answers will help the school grow as a producing institution. Where I really think we need to work on is student participation in groups, sports, etc. to help them make friends and be a good citizen as well. Another place I see problems is the book store where the derilect (sic) who runs the place is the snottiest bitch I've ever met. Thank you."

Student - Asian: "In our school most of the people in clubs, and leadership positions at our school are either rich or very popular, they never give every studen' a chance. Second, I feel that one of my teachers is very partial. He picks on a person and makes an example of that person, and he is very unfair about it, in my opinion. I think we should do something about complaints of the students about some of the teachers!!"

Student - Other: "Above all, I think we have a great school!"

Student - White: "For new students the procedure for absence from class should be made clearer. _____ deserves a lot of credit--she's fair and very efficient. There is an unfairness in the treatment for Blacks who ditch, more should be (sic) on clean up than given chances. I did go to _____ about a problem and was treated very seriously for my concern. I'm very glad our administration is as concerned about students' questions and complaints as they are. I've never been informed about participating in the rule writing, but I know where to go when I object to one. _____ and all the cafeteria workers are very pleasant and helpful. The food is good. Staff here is great, competent."

Student - White: "I think the administrators, teachers, and counselors at this school are very nice and they understand when you have a problem."

Student - Asian: "Some teachers are too picky, they want to (sic) much on your work. To (sic) man rules. To (sic) strict.)"

Student - Asian: "We have school to (sic) early and I don't have enough sleep!"

Student - Other: "That the school should let the people that have 7th grade lockers have one of their one (sic). But overall it is a good school."

Student - White: "I think those new English worksheets that you make _____ teach is stupid! She had a good plan to teach and you made her throw it out the window. P.S. The students no _____ are going to write a petition to get rid of those worksheets."

Student - Other: "I think we should have more watch in the lunch lines. I hope in the near future that we can have better shelters on/and in the lunch areas."

Student - White: "I don't think it is fair to have to putt (sic) up with the teachers and other school figures you have to listen to them but they don't listen to you."

Student - White: "Not enough police to stop the smoking and voilence (sic) at this school."

Student - White: "I'm not treated eaqually (sic) by some people because I am not a bully. In the whole I like this school. It's landscaping is preaty (sic)."

Student - Hispanic: "Students! Please, help _____ get better and funnier jokes!!!? Make it so we get out at 2:00!"

Student - Asian: "Some new kids especially _____ can't even try to become friends. She says all kinds of bad stuff about other kids at school."

Student - White: "This school is sad their (sic) is too many rules here. We should have a better vice princeble (sic). The one we got now is mean."

Student - White: "I feel that for each question there is a case that would prove the answer to be high or low or in between. It's hard to have your answer be an average because there are such extremes. Our administrators are always out at lunch where you can talk to them, although I don't know if they really listen. I personally don't feel like I have any part in making the rules, and sometimes I don't even know all the rules. We get a discipline code book at the beginning of the year but there are other rules which students either don't know about or don't know

why they are. Like, 'why can't the coke machine be on all the time?' or 'why can't we have a smoking are?' A lot of times those questions don't get answered and that sometimes springs into negative feelings about the administration and such."

Student - White: "I think that some of the food is kind of grose (sic) and high. And no, I do not think that some people are all treated fairly at our school. But I do like most of the teachers at our school. I do not like some of the substitute teachers at our school though also. I do not think it is fair to close the lockers when only some people are doing things wrong."

Student - Asian: "I don't (sic) why your (sic) giving this to us. We didn't ask everybody."

Student - White: "We should think about maybe putting bob-wire (sic) around the lockers. Have people better istructed (sic) how to get to some places on campus and able to have the ability to be with more things."

Student - White: "I want better ran shelter in the lunch area."

Student - Other: "I am not sure if all the people are treated fairly. For example the rich people they are treated better than the rest of the people and the free lunches are a dump especially the chicken--I never eat it I throw it away."

Student - Asian: "What I dislike is when a new person comes to _____ (our school) and other popular kids start picking on them."

Student - White: "The 1st lunch people buy too much stuff at the ASB store and there isn't anything left for 2nd lunch. Please get more Skittles."

Student - White: "I do not have any complaints whatsoever about this school. I would just like to ask if there be some move in creating an indoor cafeteria. If not please explain to the students why. Thanks."

Student - White: "Our school needs an indoor lunch cafeteria. Our school needs indoor 7th grade lockers not just 8th grade, on rainy day 7th graders' lockers get wet."

Student - White: "I wish we had more time for P.E. showers and dress time."

Student - White: "I think you ought to improve cafeteria food. When I say improve I mean get higher quality food if you're going to charge so much."

Student - Asian: "I feel our school is a nice place to learn. Some of the time. We got to work on the people we hire for staff."

SAN DIEGO CITY SCHOOLS
RACE/HUMAN RELATIONS EVALUATION
STUDENT AND STAFF SURVEY

COMMENTS RESULTING FROM SURVEY ADMINISTRATION

Question 1 - There is a written form which explains the rules and expected behavior of students at our school.

N/c

Question 2 - The rules of behavior are taught in such a manner that all students know and understand them.

Staff - Other: "Who knows?"

Staff - White: "I cannot answer this. I don't know what the other teachers are doing. By estimate less than 10% of parents teach children appropriate behavior."

Question 3 - Students have a part in writing the rules of the school.

Staff - Other: "I don't know."

Question 4 - There is a means for students to express what they dislike about discipline and how the rules of the school are enforced.

N/c

Question 5 - Students from all races and ethnic backgrounds are treated equally and fairly under our discipline code.

N/c

Question 6 - Before students are given punishment at our school, they are given a clear explanation of what they have done wrong.

Staff - Other: "How would I know?"

Question 7 - Students at our school are given the right to present their side of the story when they are charged with breaking a rule.

Staff - Other: "I hope so!"

Question 8 - Administrators listen to the student's side of the story when students are accused of breaking a rule.

Staff - Other: "I don't know."

Question 9 - Counselors listen to the student's side of the story when students are accused of breaking a rule.

Staff - Other: "I don't know."

Staff - Hispanic: "Some don."

Question 10 - Teachers listen to the student's side of the story when students are accused of breaking a rule.

Staff - Other: "I do! Others? I don't know.!"

Question 11 - Students of all races are treated fairly by those who give punishment at our school.

Staff - Other: "I hope so."

Staff - White: "Inconsistent."

Question 12 - At our school, teachers only give referrals when it is clear that a student has broken a rule.

Staff - White: "Cannot speak for other teachers."

Staff - Other: "I don't know."

Question 13 - If I have a complaint about something that seems unfair to me, I know whom to see.

Staff - Other: "I know whom to see, but complainers may be labeled troublemakers, so ..."

Staff - White: "Nothing done."

Question 14 - Student complaints are listened to by the administrators and teachers at our school.

Staff - Other: "I don't know except I do."

Question 15 - Administrators and teachers really try to do something about complaints at our school.

Staff - White: "Can't speak for others."

Question 16 - There is a clearly explained way for students to present complaints and problems at our school.

Staff - Other: "I don't know."

L-62

Question 17 - Students who treat another student unfairly are punished at our school.

Staff - Hispanic: "How can this happen?"

Staff - White: "Unfairly is a 'loose' term. What do you mean specifically?"

Staff - White: "Openly - yes; subtle abuse, no; many ways for people to be unfair, ambiguous (sic) question, human nature."

Question 18 - Students feel safe and secure at our school.

Staff - White: "Students 'generally' feel safe...would have been more appropriate."

Staff - White: "Daytime yes!"

Staff - White: "It is not perfect, but kids feel safer here than at some other area schools."

Question 19 - All students feel they are respected at our school.

Staff - White: "All students feel... What a loaded question. If you used most, you might get a more reasonable response."

Staff - White: "I would think yes, but how can we answer how 'All' students feel?"

Staff - Other: "How would I know? I doubt it!"

Staff - White: "How would I know how all students feel?"

Staff - White: "Question 19 is absurd. No person knows how everyone else feels, except perhaps the Almighty. I do not feel you should count that question no matter how the results turn out."

Staff - White: "Questions 19 and 20 are really loaded. I think female and male are treated equally. I feel all kids are respected, but I'm sure that there are injustices."

Question 20 - Both male and female students are treated equally and fairly.

Staff - Other: "I guess."

Question 21 - The secretaries and clerks treat all students equally and fairly.

Staff - White: "How about 'usually' treat... Another poor question."

Staff - Other: "I guess."

Question 22 - Cafeteria workers treat students equally and fairly.

Staff - Other: "I guess!"

Staff - White: "How about 'usually' treat...another poor question.

Question 23 - Students of all races and backgrounds are encouraged to take part in clubs, activities, and leadership positions at our school.

N/c

Question 24 - Students, rich or poor, feel comfortable and welcome in the clubs and activities of our school.

Staff - White: "I'm sure that economic disparity causes friction with kids, VEEP or not whose (sic) from a one parent family. With little contact (they) cannot identify closely with some Del Cerro "chickie" skiing in Canada."

Staff - Other: "I don't know, but believe not. Some can't afford outings by Ski Club to Snowmass or Highlight trips. Our school has illegal sororities (years of tradition) who have rushes, hazing, initiations--the purpose of which is to include a few and exclude many. Our school is cliqueish which causes great discomfort to some new students."

Question 25 - Every year we review the rules and regulations to see if any need changing.

N/c

General re: Instrument

Staff - White: "This survey is a waste of time and money. People that write surveys of this nature must realize the words such as 'all' usually require a 'no' answer. I think our school does a great job with human relations! I like working here."

Staff - White: "The directions and the answer sheet are extremely confusing. 5 is supposed to be low. Y is over 1 on the answer sheet and N is over 2. There is a tendency to answer questions with yes or no answers such as Question 1 under the Y (as the answer is yes) which is exactly opposite (from) what the directions state. The answers to this questionnaire are going to be extremely unreliable."

Staff - White: "Since your instructions do not make sense for the question that you have asked--this survey can have no valid results! Why waste our time! (Signature)" -- (Note: this survey was not completed.)

Staff - Other: "Please note: Classified personnel is not always included in 'staff' oriented meetings so some of my answers have been because of what I've asked teachers. Especially those answers concerned with discipline and the planning and reviewing of those rules."

Staff - Other: "Surveys that ask me to respond to unqualified generalizations about all people (including those I don't know) and how they 'feel' are, in my opinion, ridiculous. Also, how do I know what other personnel are doing."

Staff - White: "This survey is difficult for a staff member to respond to--the questions are student directed--I have no idea what all teachers do re: rules and behavior, nor do I know, what all administrators and all counselors do. There are varying degrees and ways of interpretation manifested from most permissive to most conservative."

Staff - White: "The questions asked in this survey do not lend themselves to a 1-5, high-low evaluation. This makes filling this out a confusing experience."

Staff - White: "5 high - 1 low makes no sense for answering most of these questions. You could possible (sic) use an agree-disagree scale. Would 5 be agree or disagree? Where did you learn to write instructions?"

Staff - White: "I can only speak for myself."

General Comments

Staff - White: "When will the R/HR Committee/Group start to recognize that some sights (sic) are as close to trouble-free as is humanly possible and, thus, begin to give people reasons to continue to do those things that are working. I, myself, am beginning to resent the implication that I do not know how to respect people of different races and cultures. I feel my own attitude becoming more negative, and I hear more negative comments being made after our R/HR programs. I think the team should look into the research that has been done in this area. It is my understanding that my feelings and slip in attitude are the usual result of constantly telling people that what they're doing doesn't work and isn't correct or acceptable. You may very well (sic) opened up a can of worms."

Staff - White: "It seems that more respect and consideration is given to students than what students give to others. I would like to see a questionnaire where staff is substituted for student."

Staff - White: "I'm still having a problem with understanding what the new rules are on truants and how to sign them up for Saturday School. Boring is so rampant it's hard to deal with."

Staff - White: "1. Magnet students are beginning to appear on _____ athletic teams-- a good sign. 2. Samoan students get almost no attention. There are no Samoan staff members that I know of."

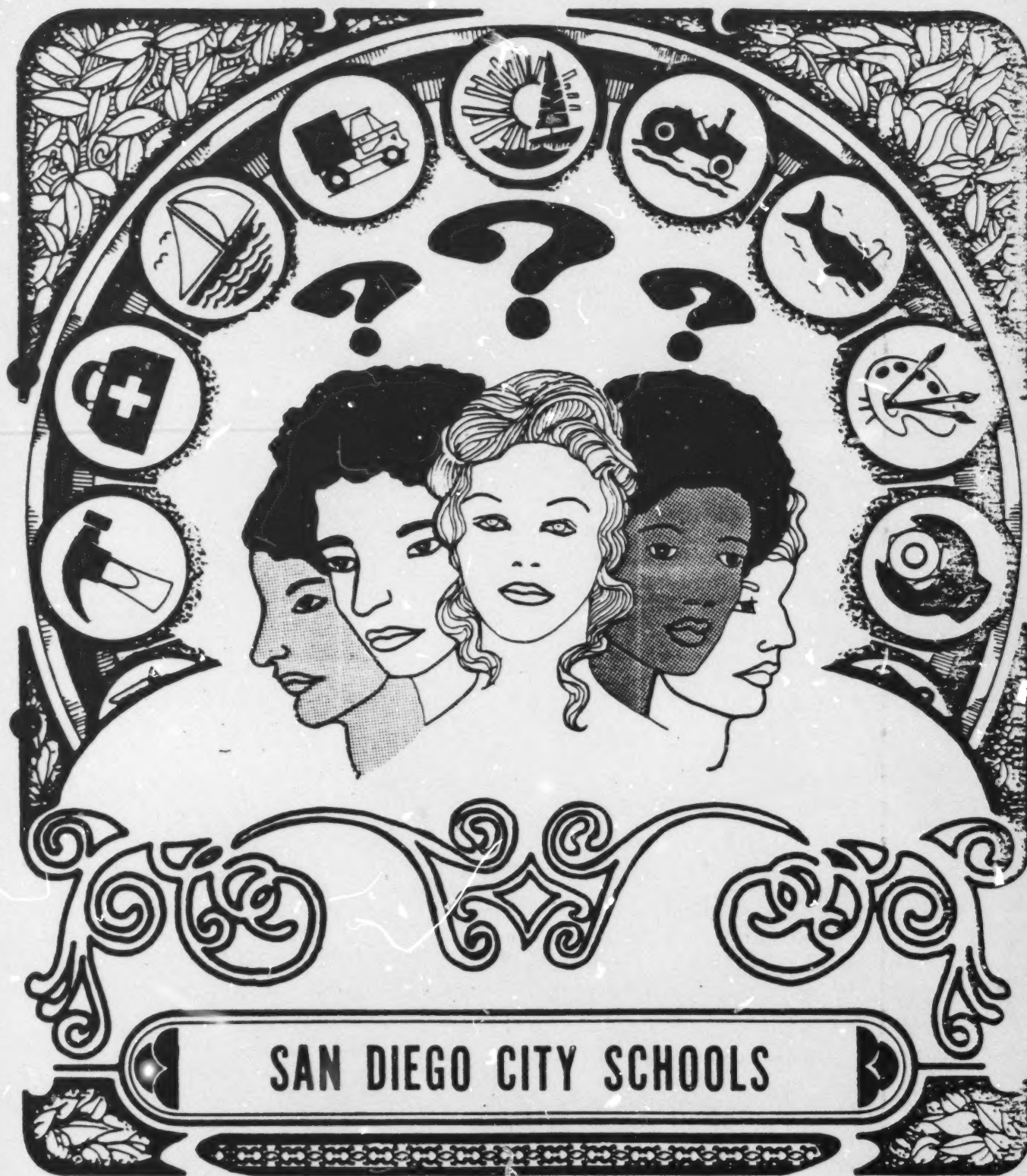
Staff - White: "Could you please make better use of my tax dollars."

APPENDIX M

CAREER PLANNING INVENTORIES

GRADES 8, 10, 12

Career Planning Inventory



BEST COPY AVAILABLE

INSTRUCTIONS

The following questions are about your educational and career plans. Each question is important. Your answers will be used to help you clarify your educational and career goals, and to provide you with information about occupations in which you express an interest.

READ EACH QUESTION CAREFULLY AND ANSWER IT AS BEST YOU CAN.

(8)

A. I am planning a high school program that will include many courses in: (choose 1)

1. general education - courses in a variety of subjects, as well as those needed for graduation.
2. business - office work, sales, typing, shorthand, accounting.
3. agriculture - farming, growing plants, ranching, forestry.
4. fine arts - drama, music, art, crafts.
5. industrial arts - auto mechanics, drafting, electronics, graphic arts, metal, woodworking.
6. consumer and family studies, such as Consumer Education, Child Development, Foods and Nutrition, Clothing and Textiles, and Family Living skills.
7. college preparation - English, math, science, foreign language, etc.
8. none of the above.

B. The high school program I have chosen above: (choose 1)

1. is exactly what I want to take.
2. is probably what I want to take.
3. is probably not what I want.
4. I have no idea what program I want to take in high school.

C. Two activities which I enjoy doing and which interest me are: (choose 2)

1. artistic - I like art work, drama, music, designing, photography, or dance.
2. clerical - I like typing, filing, keeping records.
3. computational - I like working with numbers.
4. health - I like taking care of people or animals.
5. literary - I like writing, news reporting, reading.
6. mechanical - I like repairing things, working with machines and tools.
7. outdoor - I like activities that keep me outside most of the time.
8. persuasive - I like meeting and dealing with people, selling, convincing people to change in some way.
9. scientific - I like to discover, understand and solve problems in nature and the world.
10. social service - I like helping people

D. In question 'C' the two activities which I chose: (choose 1)

1. are really things that interest me.
2. are usually things that interest me.
3. are probably not what interests me.
4. I don't know what interests me.

E. The two areas in which I have the most ability are: (choose 2)

1. general learning - I 'catch on' and understand things quickly. I do well in school.
2. verbal - I understand what words mean and use them well in speaking and writing. I understand what I read.
3. numerical - I work quickly and correctly with math problems.
4. spatial - I can imagine how the parts of things will fit together, and how the complete object will look.
5. visual perception - I can quickly spot the important details and small differences in objects or pictures.
6. clerical - I can copy words or numbers quickly and correctly.
7. eye-hand coordination - I can move my feet or hands to make smooth, precise movements quickly when I see something.
8. finger dexterity - I can work with small objects quickly and well with my fingers.
9. manual dexterity - I can work well with my hands.

F. I know that the two areas I have chosen above: (choose 1)

1. really are my strongest abilities
2. probably are my strongest abilities.
3. may not be my strongest abilities.
4. I don't have any idea what my abilities are.

G. Each job has different activities, work situations, and surroundings. The five job characteristics that I would like most in a job are: (choose 5)

1. working with people, being able to get along with them.
2. working with things, using my hands.
3. working with ideas or data to solve problems.
4. helping people.
5. seeing the physical results of my work.
6. working with details: numbers, written materials or technical information.

7. performing the same tasks time after time.
8. working under close supervision, only with specific instructions.
9. supervising, directing and planning the work of others.
10. making important decisions and having much responsibility.
11. working with other people as part of a team.
12. working alone and planning and performing my work activities.
13. competing with others for recognition and promotions.
14. having freedom to use my own ideas.
15. working physically, using my strength and endurance.
16. influencing other people's opinions.
17. working at one place all of the time.
18. working at night, on weekends or overtime work shifts.
19. knowing that similar jobs are located throughout the United States.

H. Based upon facts I have now, my plan after high school is to: (choose 1)

1. go right to work.
2. pursue the career of homemaker.
3. join the Army, Navy, Marines, Air Force, etc.
4. enter an on-the-job training program (an apprenticeship program).
5. enroll in a private business, trade or technical school.
6. enroll in a two-year (or less) community college program.
7. enroll in a community college, and later transfer to a four-year college.
8. enroll in a four-year college.
9. attend more than four years of college.

I. I will probably drop out of high school.

1. yes
2. no

J. I would like to talk to a counselor about: (select as many as apply)

1. my school records and test scores and their meaning.
2. how to earn credits through my school's Work Experience Education Program.
3. courses I need for high school graduation including competency tests.
4. courses in high school that will help me gain a saleable skill for employment.
5. alternative education: career centers, magnet or Regional Occupational Programs.
6. alternative education programs such as Muir Alternative school or Garfield and Twain Independent Learning Centers.
7. college entrance requirements.
8. scholarships or loans for college or trade schools.

K. My grades last year were:

1. mostly A's.
2. mostly A's and B's.
3. mostly B's.
4. mostly B's and C's.
5. mostly C's.
6. mostly C's and D's.
7. mostly D's.

L. When I think about planning for my future education and career, I know that: (choose 1)

1. I need a good deal of help in deciding what I am going to do after high school.
2. I have some ideas, but I could use more help after high school.
3. I do not need additional help at this time because my plans after high school are fairly clear.

M. Do your teachers relate their subject matter to future careers?

1. all my teachers do.
2. some of my teachers do.
3. none of my teachers do.

N. I would like to participate in career exploratory experiences?

1. yes
2. no

O. I need help in: (select as many as apply)

1. math
2. reading, speaking, or writing skills
3. social studies
4. science
5. other subjects

P. Do you need help in:

- A. How to find a job?
 1. Yes
 2. No
- B. How to complete a job application?
 1. Yes
 2. No
- C. How to effectively interview for a job?
 1. Yes
 2. No
- D. How to keep a job?
 1. Yes
 2. No
- E. How to appropriately leave a job?
 1. Yes
 2. No

- Q. Choose the two jobs from the list below that you would most like to have. If the job that you like best is not on the list below, choose the job closest to the one you would like to do. Mark three-digit numbers for your FIRST and SECOND CHOICE of jobs on your answer sheet, as shown in the example.

AGRICULTURE & ECOLOGICAL STUDIES

- 025 Animal Keeper
- 030 Commercial Fisher
- 035 Crop & Fruitgrower
- 040 Dairy & Livestock Farmer
- 045 Fish & Game Warden
- 050 Floral Designer/Florist
- 055 Forester
- 060 Gardener/Groundskeeper
- 065 Horse Trainer/Breeder
- 070 Nursery Worker/Landscaper
- 075 Poultry (Chicken) Rancher
- 080 Veterinarian

BUSINESS & OFFICE

- 100 Accountant
- 105 Bank Clerk/Teller
- 110 Bank Officer
- 115 Bank Proof Machine Operator
- 120 Bookkeeper
- 125 Cashier
- 130 Clerk Typist
- 135 Computer Operator
- 140 Computer Programmer
- 145 Data Entry Operator (Keypunch)
- 150 Insurance Agent
- 155 Office Manager
- 160 Personnel Worker
- 165 Receptionist
- 170 Secretary/Stenographer
- 175 Stockbroker
- 180 Systems Analyst
- 185 Word Processing Operator

COMMUNICATIONS & MEDIA

- 205 Advertising Worker
- 210 Interpreter/Translator
- 215 Librarian
- 220 Newspaper Reporter/Journalist
- 225 Photographer
- 230 Photographic Laboratory Technician
- 235 Printer
- 240 Public Relations Worker
- 245 Radio & TV Announcer
- 250 Radio & TV Service Worker
- 255 Telephone Operator

COMMUNITY & PERSONAL SERVICES

- 275 Beauty Operator/Cosmetologist
- 280 Caterer
- 285 Cook/Chef
- 290 Clergy/Religious Worker
- 295 Exercise Technician/Instructor
- 300 Food Service Worker
- 305 Hotel/Motel Clerk
- 310 Professional Athlete
- 315 Recreation Worker
- 320 Waiter/Waitress

CONSUMER & HOME ECONOMICS

- 340 Child Development Aide
- 345 Clothing Alterationist (Tailor)
- 350 Fashion Designer
- 355 Home Economist
- 360 Homemaker
- 365 Hotel/Motel Housekeeper
- 370 Interior Designer/Decorator
- 375 Nursery School Teacher
- 380 Power Sewing Machine Operator

FINE ARTS & HUMANITIES

- 400 Actor/Actress
- 405 Commercial Artist
- 410 Dancer
- 415 Jewelry Maker
- 420 Layout Designer
- 425 Model
- 430 Musician/Music Teacher
- 435 Painter
- 440 Singer/Vocalist
- 445 Sculptor

HEALTH

- 465 Dental Assistant
- 470 Dental Hygienist
- 475 Dentist
- 480 Emergency Medical Technician/Paramedic
- 485 Hospital Attendant/Nurse Aide
- 490 Hospital Administrator
- 495 Licensed Vocational Nurse
- 500 Medical Assistant
- 505 Medical Laboratory Worker
- 510 Occupational Therapist (Rehabilitation)
- 515 Optometrist
- 520 Pharmacist
- 525 Physical Therapist
- 530 Physician/Doctor
- 535 Registered Nurse
- 540 Speech Therapist
- 545 X-ray Technician

INDUSTRIAL & CONSTRUCTION

- 570 Air Conditioning/Refrigeration Mechanic
- 575 Aircraft Mechanic
- 580 Appliance Service Technician
- 585 Architect
- 590 Automobile Body Mechanic
- 595 Automobile Mechanic
- 600 Automobile Painter
- 605 Automobile Parts Clerk
- 610 Automobile Transmission Mechanic
- 615 Automobile Tune-Up Technician
- 620 Bricklayer
- 625 Carpenter
- 630 Custodian
- 635 Drafter
- 640 Electrician

- 645 Electronics Technician
- 650 Heavy Equipment Operator
- 655 Industrial Machinery Mechanic
- 660 Machinist
- 665 Motorcycle Mechanic
- 670 Painter/Paper Hanger
- 675 Plumber
- 680 Service Station Attendant
- 685 Surveyor
- 690 Welder

MARKETING & DISTRIBUTION

- 710 Buyer
- 715 Cashier/Checker
- 720 Merchandise Displayer
- 725 Real Estate Agent
- 730 Retail Foods Manager
- 735 Sales Person
- 740 Shipping/Receiving Clerk
- 745 Store Manager
- 750 Warehouse Worker

PUBLIC SERVICE

- 770 City Manager
- 775 Counselor
- 780 Firefighter
- 785 Lawyer
- 790 Military Service
- 795 Police Officer
- 800 Probation Officer
- 805 Psychologist
- 810 Social Worker
- 815 Teacher

SCIENCE & ENGINEERING

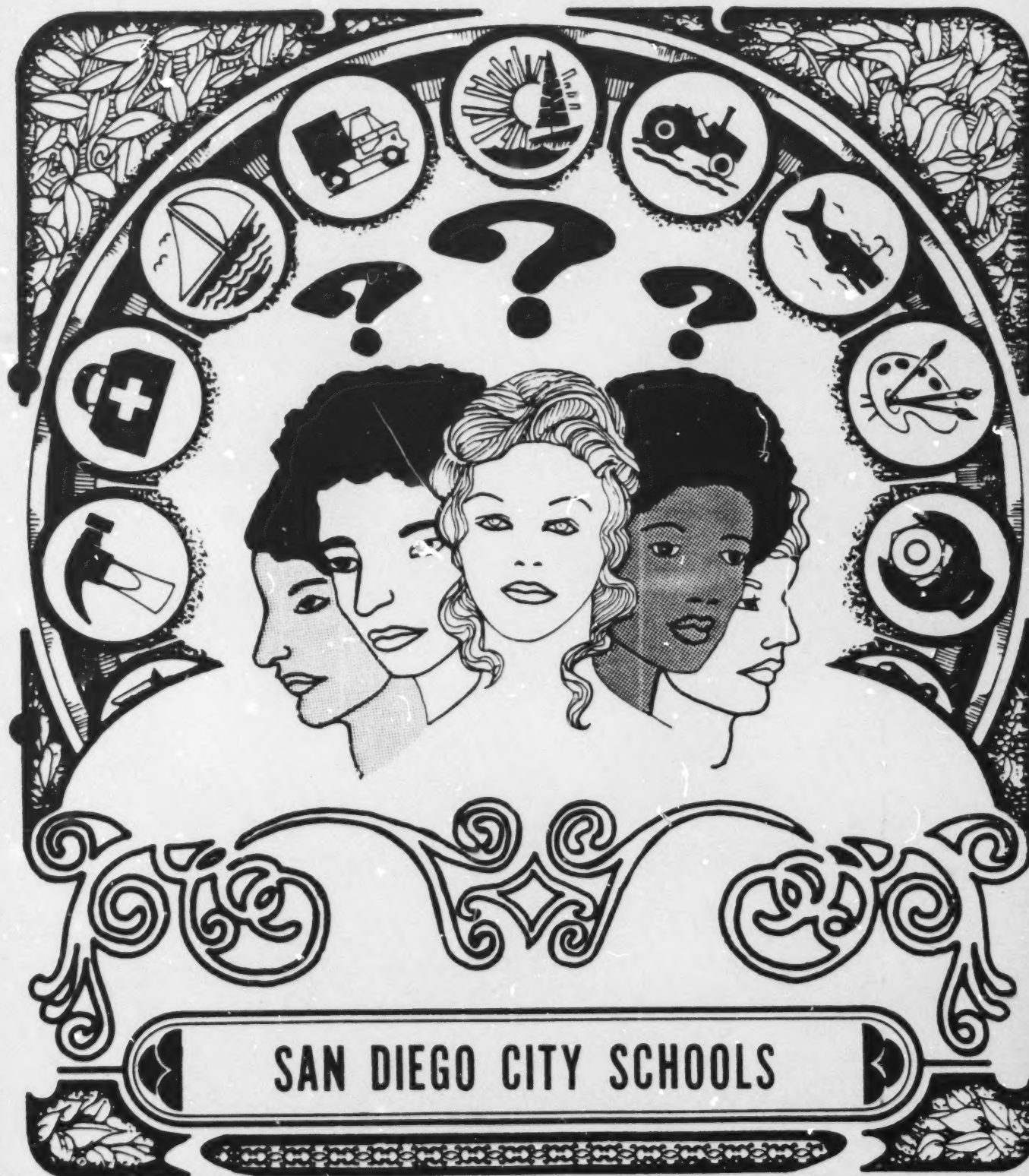
- 830 Astronomer
- 835 Biologist
- 840 Chemical Engineer
- 845 Chemist
- 850 Civil Engineer
- 855 Electrical Engineer
- 860 Engineering/Science Technician
- 865 Geologist
- 870 Mathematician
- 875 Mechanical Engineer
- 880 Meteorologist
- 885 Oceanographer/Marine Biologist
- 890 Physicist

TRANSPORTATION

- 910 Air Traffic Controller
- 915 Airline Flight Attendant
- 920 Airline Pilot
- 925 Bus Driver
- 930 Locomotive Engineer
- 935 Dock Worker/Stevedore
- 940 Merchant Marine Officer
- 945 Merchant Marine Sailor
- 950 Truck Driver

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Career Planning Inventory



INSTRUCTIONS

The following questions are about your educational and career plans. Each question is important. Your answers will be used to help you clarify your educational and career goals, and to provide you with information about occupations in which you express an interest.

READ EACH QUESTION CAREFULLY AND ANSWER IT AS BEST YOU CAN.

10-12

A. Which of the following statements best describes my present choice of classes? I have chosen as many classes as possible that relate to: (Select 1)

1. Receiving a general education. I am not trying to specialize in any area at this time.
2. Business, office work, and sales.
3. Agriculture, such as ornamental horticulture, livestock management, or crop management.
4. Fine arts, such as drawing, drama, and music.
5. Working in a trade or industry, such as auto mechanics, drafting, electronics, graphic arts, metal, or wood shop.
6. Consumer & Family Studies, such as Consumer Education, Child Development, Foods and Nutrition, Clothing and Textiles, and Family Living Skills.
7. Attending college (college-prep classes).
8. None of the above statements best describe my present choice of classes.

B. When I consider my educational and career plans, how sure am I of my present choice of classes? (Select 1)

1. Very sure. It is exactly what I want.
2. Somewhat sure. I think it is what I want.
3. Doubtful. I am not too sure it is what I want.
4. I realize now I am in the wrong course of study.

C. TWO of the following types of work which are of most interest to me at this time are: (Select 2)

1. Creative work involving design, color, and materials; or work in the performing arts, such as music, drama. (Artistic)
2. Office work involving specific tasks requiring accuracy, such as typing, filing, keeping records and accounts. (Clerical)
3. Work involving mathematics or numbers. (Computational)
4. Work involving health care of people or animals. (Health)
5. Work involving reading and writing. (Literary)
6. Work involving machines and tools. (Mechanical)
7. Work that keeps me outside most of the time in all kinds of weather. (Outdoor)
8. Work that involves meeting and dealing with people, sales, or convincing others of a point of view. (Persuasive)
9. Work involving discovery, understanding, and problem solving in nature and the physical world. (Scientific)

10. Work involving helping other people. (Social Service)

D. How sure am I that my responses to question "C" really are my strongest interests? (Select 1)

1. Certain. My career interests are very firm.
2. Fairly sure. My career interests are somewhat clear.
3. A little uncertain. My career interests are not too clear.
4. Very uncertain. My career interests are not clear at all.

E. TWO of my strongest aptitudes or talents are: (Select 2)

1. Ability to "catch on" or understand instructions closely related to doing well in school. (General Learning)
2. Ability to understand the meaning of words and to use them effectively. (Verbal)
3. Ability to work quickly and accurately with arithmetic problems. (Numerical)
4. Ability to picture something in my mind from a drawing, to see how the parts of things will fit together, and how the complete object will look. (Spatial)
5. Ability to see important details and differences of objects. (Form Perception)
6. Ability to pick out and copy letter and number combinations quickly and accurately. (Clerical)
7. Ability to coordinate eyes and hands to make precise hand movements with speed. (Eye-Hand Coordination)
8. Ability to work with small objects rapidly. (Finger Dexterity)
9. Ability to work with my hands easily and skillfully. (Manual Dexterity)

F. How sure am I that my responses to question "E" really are my strongest aptitudes? (Select 1)

1. Certain
2. Fairly sure
3. A little uncertain
4. Very uncertain

G. SELECT FIVE job characteristics that are most important to you. I would like a career: (Select 5)

1. Where I work with people and must be able to get along with others.

2. Where I work with things and must be able to work well with my hands.
3. Where I work with ideas; I use my intellect to solve problems.
4. Where I help people.
5. Where I see the physical results of my work; I see a product of my work.
6. Where I work with details continually, such as numbers, written materials, or technical data.
7. Where my work involves performing the same thing time after time, doing repetitious work.
8. Where I work under close supervision and my job performance and work standards are controlled by a supervisor.
9. Where I direct activities of others and have supervisory responsibilities.
10. Where I have a high level of responsibility and make key decisions involving property, finances, or human safety and welfare.
11. Where I work as a part of a team interacting with fellow employees in performing my duties.
12. Where I work independently - where I use my initiative, self-discipline, and ability to organize.
13. Where I compete with others for advancement and recognition.
14. Where I have freedom to use my own ideas, have an opportunity for self-expression.
15. Where my work involves a lot of lifting, standing, and walking, requires physical stamina.
16. Where I influence or motivate others.
17. Where I work at one place most of the time.
18. Where my job involves overtime or shift work hours other than normal daytime shifts.
19. In which jobs are widely scattered in most areas of the United States.

H. Based upon facts I have now, my plan for the future is: (Select 1)

1. To graduate from high school and go right to work with no further education or training.
2. Pursue the career of homemaker.
3. To join the military service.
4. To enter an apprenticeship program (formalized on-the-job training program usually associated with a union).
5. To get further training at a trade, technical, or business school.
6. To complete a community college program involving two years of training or less.
7. To start at a community college and then transfer to a four-year college.
8. To go right to a four-year college or university.
9. To attend more than four years of college.

I. Is there any reason why you may not be able to graduate from high school?

1. Yes
2. No

M-9

J. I wish to talk to a counselor about: (Select as many as apply)

1. Schools records, including interpretation of standardized test scores and their meaning.
2. How to earn credits through m, school's Work Experience Education Program.
3. High school graduation requirements including competency tests.
4. High school courses that will help me gain a saleable skill for employment.
5. Alternative education; career centers, magnet or Regional Occupational Programs.
6. Alternative Education Programs such as Muir Alternative School or Garfield and Twain Independent Learning Centers.
7. Four-year college entrance requirements.
8. Scholarships or other financial aids to attend a private school, community or four-year college.
9. Help in finding a part-time or full-time job.

K. I estimate my grades for the last two years to be:

- | | |
|------------------------|------------------------|
| 1. Mostly A's. | 5. Mostly C's. |
| 2. Mostly A's and B's. | 6. Mostly C's and D's. |
| 3. Mostly B's. | 7. Mostly D's. |
| 4. Mostly B's and C's. | |

L. Please note your need at this time for help with educational and career planning. (Select 1)

1. I need considerable help in figuring out what I am going to do after high school.
2. I have some things planned but could use additional help in figuring out what I'm going to do after high school.
3. I do not need help with my education and career planning at this time.

M. Do your teachers relate their subject matter to future careers?

1. All my teachers do.
2. Some of my teachers do.
3. None of my teachers do.

N. I would like to participate in career exploratory experiences. 1. Yes 2. No

O. I need help in: (Select as many as apply)

1. Math
2. Reading, Speaking or Writing Skills.
3. History/Government
4. Science
5. Other

P. Do you need help in:

- A. How to find a job?
 1. Yes
 2. No
- B. How to complete a job application?
 1. Yes
 2. No
- C. How to effectively interview for a job?
 1. Yes
 2. No
- D. How to keep a job?
 1. Yes
 2. No
- E. How to appropriately leave a job?
 1. Yes
 2. No

- Q. Choose the two jobs from the list below that you would most like to have. If the job that you like best is not on the list below, choose the job closest to the one you would like to do. Mark three-digit numbers for your FIRST and SECOND CHOICE of jobs on your answer sheet, as shown in the example.

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- 445 Sculptor

HEALTH

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- 470 Dental Hygienist
- 475 Dentist
- 480 Emergency Medical Technician/Paramedic
- 485 Hospital Attendant/Nurse Aide
- 490 Hospital Administrator
- 495 Licensed Vocational Nurse
- 500 Medical Assistant
- 505 Medical Laboratory Worker
- 510 Occupational Therapist (Rehabilitation)
- 515 Optometrist
- 520 Pharmacist
- 525 Physical Therapist
- 530 Physician/Doctor
- 535 Registered Nurse
- 540 Speech Therapist
- 545 X-ray Technician

INDUSTRIAL & CONSTRUCTION

- 570 Air Conditioning/Refrigeration Mechanic
- 575 Aircraft Mechanic
- 580 Appliance Service Technician
- 585 Architect
- 590 Automobile Body Mechanic
- 595 Automobile Mechanic
- 600 Automobile Painter
- 605 Automobile Parts Clerk
- 610 Automobile Transmission Mechanic
- 615 Automobile Tune-Up Technician
- 620 Bricklayer
- 625 Carpenter
- 630 Custodian
- 635 Drafter
- 640 Electrician

- 645 Electronics Technician
- 650 Heavy Equipment Operator
- 655 Industrial Machinery Mechanic
- 660 Machinist
- 665 Motorcycle Mechanic
- 670 Painter/Paper Hanger
- 675 Plumber
- 680 Service Station Attendant
- 685 Surveyor
- 690 Welder

MARKETING & DISTRIBUTION

- 710 Buyer
- 715 Cashier/Checker
- 720 Merchandise Displayer
- 725 Real Estate Agent
- 730 Retail Foods Manager
- 735 Sales Person
- 740 Shipping/Receiving Clerk
- 745 Store Manager
- 750 Warehouse Worker

PUBLIC SERVICE

- 770 City Manager
- 775 Counselor
- 780 Firefighter
- 785 Lawyer
- 790 Military Service
- 795 Police Officer
- 800 Probation Officer
- 805 Psychologist
- 810 Social Worker
- 815 Teacher

SCIENCE & ENGINEERING

- 830 Astronomer
- 835 Biologist
- 840 Chemical Engineer
- 845 Chemist
- 850 Civil Engineer
- 855 Electrical Engineer
- 860 Engineering/Science Technician
- 865 Geologist
- 870 Mathematician
- 875 Mechanical Engineer
- 880 Meteorologist
- 885 Oceanographer/Marine Biologist
- 890 Physicist

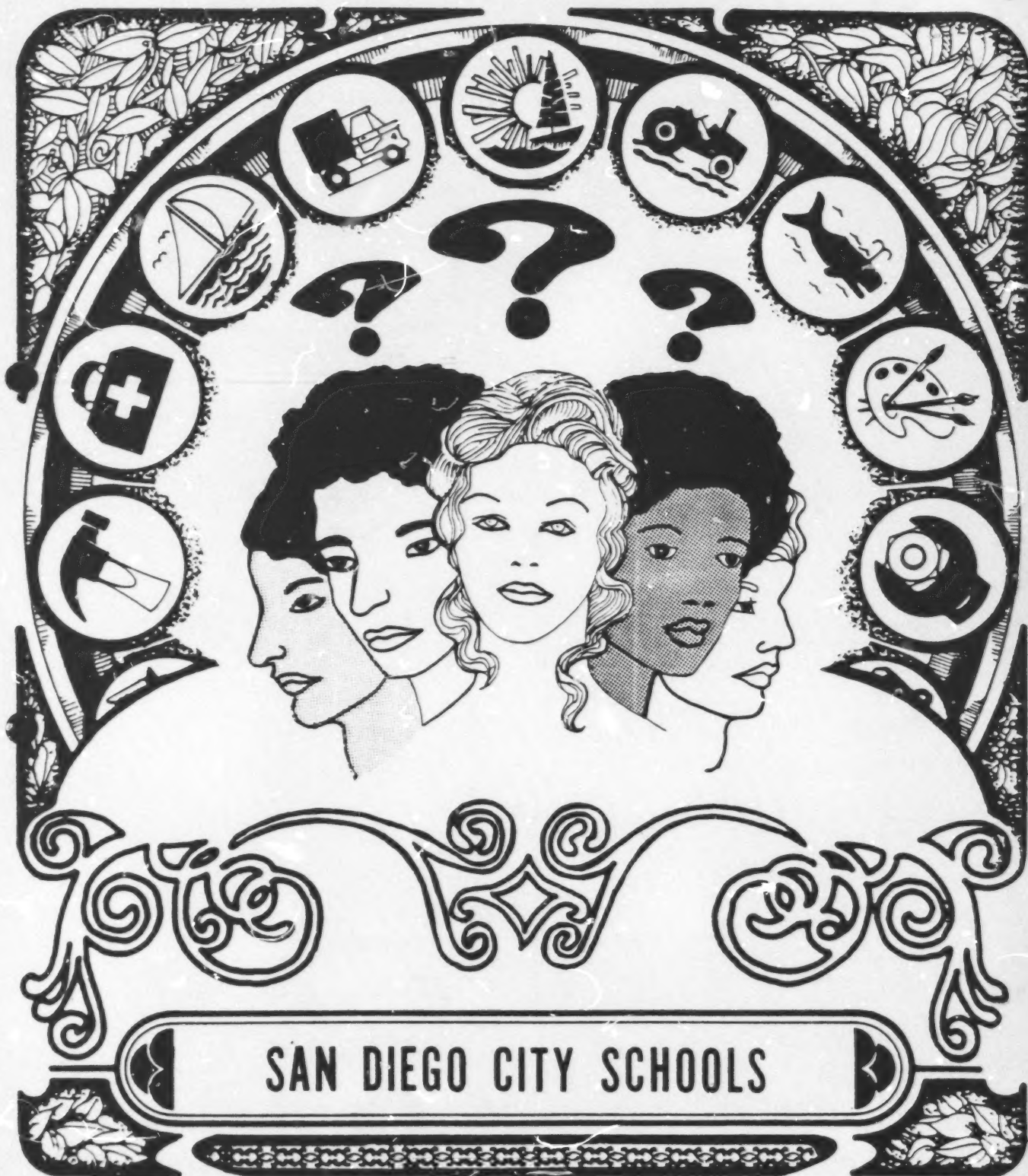
TRANSPORTATION

- 910 Air Traffic Controller
- 915 Airline Flight Attendant
- 920 Airline Pilot
- 925 Bus Driver
- 930 Locomotive Engineer
- 935 Dock Worker/Stevedore
- 940 Merchant Marine Officer
- 945 Merchant Marine Sailor
- 950 Truck Driver

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GRADE 12

Career Planning Inventory



INSTRUCTIONS

The following questions are about your educational and career plans. Each question is important. Your answers will be used to help you clarify your educational and career goals, and to provide you with information about occupations in which you express an interest.

READ EACH QUESTION CAREFULLY AND ANSWER IT AS BEST YOU CAN.

10-12

A. Which of the following statements best describes my present choice of classes? I have chosen as many classes as possible that relate to: (Select 1)

1. Receiving a general education. I am not trying to specialize in any area at this time.
2. Business, office work, and sales.
3. Agriculture, such as ornamental horticulture, livestock management, or crop management.
4. Fine arts, such as drawing, drama, and music.
5. Working in a trade or industry, such as auto mechanics, drafting, electronics, graphic arts, metal, or wood shop.
6. Consumer & Family Studies, such as Consumer Education, Child Development, Foods and Nutrition, Clothing and Textiles, and Family Living Skills.
7. Attending college (college-prep classes).
8. None of the above statements best describe my present choice of classes.

B. When I consider my educational and career plans, how sure am I of my present choice of classes? (Select 1)

1. Very sure. It is exactly what I want.
2. Somewhat sure. I think it is what I want.
3. Doubtful. I am not too sure it is what I want.
4. I realize now I am in the wrong course of study.

C. TWO of the following types of work which are of most interest to me at this time are: (Select 2)

1. Creative work involving design, color, and materials, or work in the performing arts, such as music, drama. (Artistic)
2. Office work involving specific tasks requiring accuracy, such as typing, filing, keeping records and accounts. (Clerical)
3. Work involving mathematics or numbers. (Computational)
4. Work involving health care of people or animals. (Health)
5. Work involving reading and writing. (Literary)
6. Work involving machines and tools. (Mechanical)
7. Work that keeps me outside most of the time in all kinds of weather. (Outdoor)
8. Work that involves meeting and dealing with people, sales, or convincing others of a point of view. (Persuasive)
9. Work involving discovery, understanding, and problem solving in nature and the physical world. (Scientific)

10. Work involving helping other people. (Social Service)

D. How sure am I that my responses to question "C" really are my strongest interests? (Select 1)

1. Certain. My career interests are very firm.
2. Fairly sure. My career interests are somewhat clear.
3. A little uncertain. My career interests are not too clear.
4. Very uncertain. My career interests are not clear at all.

E. TWO of my strongest aptitudes or talents are: (Select 2)

1. Ability to "catch on" or understand instructions closely related to doing well in school. (General Learning)
2. Ability to understand the meaning of words and to use them effectively. (Verbal)
3. Ability to work quickly and accurately with arithmetic problems. (Numerical)
4. Ability to picture something in my mind from a drawing, to see how the parts of things will fit together, and how the complete object will look. (Spatial)
5. Ability to see important details and differences of objects. (Form Perception)
6. Ability to pick out and copy letter and number combinations quickly and accurately. (Clerical)
7. Ability to coordinate eyes and hands to make precise hand movements with speed. (Eye-Hand Coordination)
8. Ability to work with small objects rapidly. (Finger Dexterity)
9. Ability to work with my hands easily and skillfully. (Manual Dexterity)

F. How sure am I that my responses to question "E" really are my strongest aptitudes? (Select 1)

1. Certain
2. Fairly sure
3. A little uncertain
4. Very uncertain

G. SELECT FIVE job characteristics that are most important to you. I would like a career: (Select 5)

1. Where I work with people and must be able to get along with others.

2. Where I work with things and must be able to work well with my hands.
3. Where I work with ideas; I use my intellect to solve problems.
4. Where I help people.
5. Where I see the physical results of my work; I see a product of my work.
6. Where I work with details continually, such as numbers, written materials, or technical data.
7. Where my work involves performing the same thing time after time, doing repetitious work.
8. Where I work under close supervision and my job performance and work standards are controlled by a supervisor.
9. Where I direct activities of others and have supervisory responsibilities.
10. Where I have a high level of responsibility and make key decisions involving property, finances, or human safety and welfare.
11. Where I work as a part of a team interacting with fellow employees in performing my duties.
12. Where I work independently - where I use my initiative, self-discipline, and ability to organize.
13. Where I compete with others for advancement and recognition.
14. Where I have freedom to use my own ideas, have an opportunity for self-expression.
15. Where my work involves a lot of lifting, standing, and walking, requires physical stamina.
16. Where I influence or motivate others.
17. Where I work at one place most of the time.
18. Where my job involves overtime or shift work hours other than normal daytime shifts.
19. In which jobs are widely scattered in most areas of the United States.

H. Based upon facts I have now, my plan for the future is: (Select 1)

1. To graduate from high school and go right to work with no further education or training.
2. Pursue the career of homemaker.
3. To join the military service.
4. To enter an apprenticeship program (formalized on-the-job training program usually associated with a union).
5. To get further training at a trade, technical, or business school.
6. To complete a community college program involving two years of training or less.
7. To start at a community college and then transfer to a four-year college.
8. To go right to a four-year college or university.
9. To attend more than four years of college.

I. Is there any reason why you may not be able to graduate from high school?

M-13

1. Yes
2. No

J. I wish to talk to a counselor about: (Select as many as apply)

1. Schools records, including interpretation of standardized test scores and their meaning.
2. How to earn credits through my school's Work Experience Education Program.
3. High school graduation requirements including competency tests.
4. High school courses that will help me gain a saleable skill for employment.
5. Alternative education: career centers, magnet or Regional Occupational Programs.
6. Alternative Education Programs such as Muir Alternative School or Garfield and Twain Independent Learning Centers.
7. Four-year college entrance requirements.
8. Scholarships or other financial aids to attend a private school, community or four-year college.
9. Help in finding a part-time or full-time job.

K. I estimate my grades for the last two years to be:

- | | |
|------------------------|------------------------|
| 1. Mostly A's. | 5. Mostly C's. |
| 2. Mostly A's and B's. | 6. Mostly C's and D's. |
| 3. Mostly B's. | 7. Mostly D's. |
| 4. Mostly B's and C's. | |

L. Please note your need at this time for help with educational and career planning. (Select 1)

1. I need considerable help in figuring out what I am going to do after high school.
2. I have some things planned but could use additional help in figuring out what I'm going to do after high school.
3. I do not need help with my education and career planning at this time.

M. Do your teachers relate their subject matter to future careers?

1. All my teachers do.
2. Some of my teachers do.
3. None of my teachers do.

N. I would like to participate in career exploratory experiences. 1. Yes 2. No

O. I need help in: (Select as many as apply)

1. Math
2. Reading, Speaking or Writing Skills.
3. History/Government
4. Science
5. Other

P. Do you need help in:

- A. How to find a job?
 1. Yes
 2. No
- B. How to complete a job application?
 1. Yes
 2. No
- C. How to effectively interview for a job?
 1. Yes
 2. No
- D. How to keep a job?
 1. Yes
 2. No
- E. How to appropriately leave a job?
 1. Yes
 2. No

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- Q. Choose the two jobs from the list below that you would most like to have. If the job that you like best is not on the list below, choose the job closest to the one you would like to do. Mark three-digit numbers for your FIRST and SECOND CHOICE of jobs on your answer sheet, as shown in the example.

AGRICULTURE & ECOLOGICAL STUDIES

- 025 Animal Keeper
- 030 Commercial Fisher
- 035 Crop & Fruitgrower
- 040 Dairy & Livestock Farmer
- 045 Fish & Game Warden
- 050 Floral Designer/Florist
- 055 Forester
- 060 Gardener/Groundskeeper
- 065 Horse Trainer/Breeder
- 070 Nursery Worker/Landscaper
- 075 Poultry (Chicken) Rancher
- 080 Veterinarian

BUSINESS & OFFICE

- 100 Accountant
- 105 Bank Clerk/Teller
- 110 Bank Officer
- 115 Bank Proof Machine Operator
- 120 Bookkeeper
- 125 Cashier
- 130 Clerk Typist
- 135 Computer Operator
- 140 Computer Programmer
- 145 Data Entry Operator (Key punch)
- 150 Insurance Agent
- 155 Office Manager
- 160 Personnel Worker
- 165 Receptionist
- 170 Secretary/Stenographer
- 175 Stockbroker
- 180 Systems Analyst
- 185 Word Processing Operator

COMMUNICATIONS & MEDIA

- 205 Advertising Worker
- 210 Interpreter/Translator
- 215 Librarian
- 220 Newspaper Reporter/Journalist
- 225 Photographer
- 230 Photographic Laboratory Technician
- 235 Printer
- 240 Public Relations Worker
- 245 Radio & TV Announcer
- 250 Radio & TV Service Worker
- 255 Telephone Operator

COMMUNITY & PERSONAL SERVICES

- 275 Beauty Operator/Cosmetologist
- 280 Caterer
- 285 Cook/Chef
- 290 Clergy/Religious Worker
- 295 Exercise Technician/Instructor
- 300 Food Service Worker
- 305 Hotel/Motel Clerk
- 310 Professional Athlete
- 315 Recreation Worker
- 320 Waiter/Waitress

CONSUMER & HOME ECONOMICS

- 340 Child Development Aide
- 345 Clothing Alterationist (Tailor)
- 350 Fashion Designer
- 355 Home Economist
- 360 Homemaker
- 365 Hotel/Motel Housekeeper
- 370 Interior Designer/Decorator
- 375 Nursery School Teacher
- 380 Power Sewing Machine Operator

FINE ARTS & HUMANITIES

- 400 Actor/Actress
- 405 Commercial Artist
- 410 Dancer
- 415 Jewelry Maker
- 420 Layout Designer
- 425 Model
- 430 Musician/Music Teacher
- 435 Painter
- 440 Singer/Vocalist
- 445 Sculptor

HEALTH

- 465 Dental Assistant
- 470 Dental Hygienist
- 475 Dentist
- 480 Emergency Medical Technician/Paramedic
- 485 Hospital Attendant/Nurse Aide
- 490 Hospital Administrator
- 495 Licensed Vocational Nurse
- 500 Medical Assistant
- 505 Medical Laboratory Worker
- 510 Occupational Therapist (Rehabilitation)
- 515 Optometrist
- 520 Pharmacist
- 525 Physical Therapist
- 530 Physician/Doctor
- 535 Registered Nurse
- 540 Speech Therapist
- 545 X-ray Technician

INDUSTRIAL & CONSTRUCTION

- 570 Air Conditioning/Refrigeration Mechanic
- 575 Aircraft Mechanic
- 580 Appliance Service Technician
- 585 Architect
- 590 Automobile Body Mechanic
- 595 Automobile Mechanic
- 600 Automobile Painter
- 605 Automobile Parts Clerk
- 610 Automobile Transmission Mechanic
- 615 Automobile Tune-Up Technician
- 620 Bricklayer
- 625 Carpenter
- 630 Custodian M-14
- 635 Drafter
- 640 Electrician

- 645 Electronics Technician
- 650 Heavy Equipment Operator
- 655 Industrial Machinery Mechanic
- 660 Machinist
- 665 Motorcycle Mechanic
- 670 Painter/Paper Hanger
- 675 Plumber
- 680 Service Station Attendant
- 685 Surveyor
- 690 Welder

MARKETING & DISTRIBUTION

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- 725 Real Estate Agent
- 730 Retail Foods Manager
- 735 Sales Person
- 740 Shipping/Receiving Clerk
- 745 Store Manager
- 750 Warehouse Worker

PUBLIC SERVICE

- 770 City Manager
- 775 Counselor
- 780 Firefighter
- 785 Lawyer
- 790 Military Service
- 795 Police Officer
- 800 Probation Officer
- 805 Psychologist
- 810 Social Worker
- 815 Teacher

SCIENCE & ENGINEERING

- 830 Astronomer
- 835 Biologist
- 840 Chemical Engineer
- 845 Chemist
- 850 Civil Engineer
- 855 Electrical Engineer
- 860 Engineering/Science Technician
- 865 Geologist
- 870 Mathematician
- 875 Mechanical Engineer
- 880 Meteorologist
- 885 Oceanographer/Marine Biologist
- 890 Physicist

TRANSPORTATION

- 910 Air Traffic Controller
- 915 Airline Flight Attendant
- 920 Airline Pilot
- 925 Bus Driver
- 930 Locomotive Engineer
- 935 Dock Worker/Stevedore
- 940 Merchant Marine Officer
- 945 Merchant Marine Sailor
- 950 Truck Driver

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APPENDIX N

CAREER PLANNING INVENTORIES: SAMPLE SIZES

RACE/HUMAN RELATIONS EVALUATION
Career Planning Inventory Analysis

Sample Sizes

GRADE 12

	TOTAL	MALE	FEMALE	HISPANIC	WHITE	BLACK	ASIAN	OTHER
COMPARISON	972	480	492	100	553	225	90	4
TREATMENT	1089	543	546	106	629	205	148	1

GRADE 10

COMPARISON	1103	578	525	193	581	211	116	2
TREATMENT	1311	650	661	181	703	275	152	0

GRADE 8

COMPARISON	1559	781	778	153	1010	154	231	11
TREATMENT	1261	604	657	169	769	160	159	4

APPENDIX O

RESPONSES TO QUESTIONS RELATED TO CAREER AND EDUCATIONAL PLANS

CAREER PLANNING INVENTORY ANALYSIS

APPENDIX

Responses to Questions Related to Career and Educational Plans

QUESTION 1: Present classes relate to general education

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	21.7	21.1	22.6	17.4	26.7*	19.2	20.6*
TREATMENT	27.3	25.5	28.8	26.6	29.1	29.5	18.7*
DISTRICT	28.1	27.9	28.4	29.2	31.2	20.9	19.2
Average % Grade 10							
COMPARISON*	24.2	22.9	25.3	25.3	33.5*	18.9	9.9*
TREATMENT	34.3	34.2	34.2	42.8	33.7	29.7	25. *
DISTRICT	30.8	30.0	31.6	34.4	33.9	21.5	21.2
Average % Grade 8							
COMPARISON	13.0	12.3	13.7	11.9	12.1	16.2	14.0
TREATMENT	16.4	17.2	15.7	14.1	19.2	13.0	10.3
DISTRICT	14.3	13.4	15.1	12.7	14.7	13.4	15.6

QUESTION 2: Present classes relate to business

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	13.3	6.5	20.1	10.2	13.4	18.8	17.5
TREATMENT	12.1	6.6	17.1	15.1	10.1	13.7	12.4
DISTRICT	11.4	5.9	17.1	14.5	9.5	15.8	12.8
Average % Grade 10							
COMPARISON*	14.6	11.6	17.9	16.9	10.8	17.3	15.9
TREATMENT	6.7	4.2	9.1	10.3	3.4	11.7	7.6
DISTRICT	9.6	5.9	13.3	13.7	6.2	16.0	13.1
Average % Grade 8							
COMPARISON	10.2	5.4	15.0	17.5	8.2	12.7	8.8
TREATMENT	13.4	8.9	17.7	12.3	11.3	17.9	15.3
DISTRICT	12.6	7.2	18.0	19.4	9.1	17.5	12.9

* Grades 12 and 10 Comparison Group percentages for "White" and "Asian" based on two schools, as one school had samples less than 10. Grades 12 and 10 Treatment Group percentages for "Asians" based on two schools, as one school had samples less than 10. (Applies to all questions in the analysis. 0-3

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 3 : Present classes relate to trade or industry

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	12.0	21.1	2.3	16.5	7.1	11.7	5.9
TREATMENT	9.8	18.5	1.8	19.3	10.2	10.8	6.6
DISTRICT	11.3	19.9	2.5	14.9	10.0	13.3	11.5
Average % Grade 10							
COMPARISON*	10.1	17.3	2.7	10.3	8.1	10.8	21.8
TREATMENT	9.7	17.9	2.0	11.9	11.2	10.5	9.7
DISTRICT	10.9	19.2	2.4	13.8	10.2	10.2	11.1
Average % Grade 8							
COMPARISON	13.8	25.8	1.9	19.2	12.6	13.3	15.5
TREATMENT	14.8	29.5	2.1	18.5	14.2	16.1	10.6
DISTRICT	15.2	28.4	1.9	20.2	14.3	12.8	15.0

QUESTION 4 : Present classes relate to college prep

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	30.3	30.8	30.2	27.4	34.8	20.9	44.7
TREATMENT	35.4	32.4	38.1	23.3	32.7	26.0	49.2
DISTRICT	30.5	29.9	31.2	21.9	31.3	23.8	45.1
Average % Grade 10							
COMPARISON*	25.0	25.0	25.5	17.6	27.5	18.8	38.5
TREATMENT	30.2	26.2	34.0	19.9	32.0	26.2	41.7
DISTRICT	25.9	23.9	27.9	16.6	27.0	22.8	36.9
Average % Grade 8							
COMPARISON	41.1	40.1	42.2	32.6	42.7	31.6	53.
TREATMENT	24.8	22.2	27.2	19.9	24.5	15.1	46.6
DISTRICT	29.8	28.1	31.4	21.4	31.9	25.1	39.2

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 5: Students uncertain of aptitudes

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	13.6	14.5	12.6	13.3	14.3	6.5	17.3
TREATMENT	14.6	10.1	19.3	14.0	15.7	16.0	10.7
DISTRICT	15.2	12.2	18.2	17.6	15.6	10.5	15.8
Average % Grade 10							
COMPARISON*	22.2	21.6	22.9	28.6	17.7	17.0	24.7
TREATMENT	17.9	15.0	20.6	20.3	17.8	13.9	16.9
DISTRICT	20.4	17.6	23.3	26.7	19.0	18.2	21.9
Average % Grade 8							
COMPARISON	21.3	17.7	24.8	23.9	20.0	19.4	27.4
TREATMENT	22.8	19.9	25.5	20.1	23.2	27.9	18.2
DISTRICT	21.9	19.5	24.2	28.1	20.3	22.2	20.1

QUESTION 6: Plan to work with no further education

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	5.4	5.5	5.3	3.6	6.1	3.9	3.2
TREATMENT	4.2	4.4	3.9	5.9	4.0	3.7	2.3
DISTRICT	5.0	5.4	4.5	7.9	4.6	5.7	1.9
Average % Grade 10							
COMPARISON*	10.2	11.3	8.9	16.0	7.6	10.7	8.3
TREATMENT	7.4	8.8	5.9	11.2	7.3	9.8	5.4
DISTRICT	8.7	9.5	7.9	12.6	7.7	10.0	7.2
Average % Grade 8							
COMPARISON	8.2	10.1	6.4	14.5	7.1	9.3	6.7
TREATMENT	10.6	10.3	10.8	13.3	9.7	12.4	3.5
DISTRICT	11.0	11.5	10.5	19.7	9.0	12.4	5.6

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 7 : Plan to pursue career of homemaker

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	.4	.6	.2	0	0	1.3	2.1
TREATMENT	.6	.6	.4	0	.6	0	0
DISTRICT	.6	.4	.7	.2	.7	.5	.4
Average % Grade 10							
COMPARISON*	.8	.3	1.3	.3	.2	1.2	.4
TREATMENT	.4	0	.7	.7	.9	0	0
DISTRICT	.6	.3	.8	.7	.5	.6	.4
Average % Grade 8							
COMPARISON	1.0	.2	1.7	2.8	.9	1.2	0
TREATMENT	1.0	.5	1.3	0	1.1	1.3	1.3
DISTRICT	1.1	.7	1.5	1.7	1.1	.9	.6

QUESTION 8 : Plan to join military service

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	6.2	9.4	2.8	5.2	1.9	11.7	9.4
TREATMENT	5.3	8.5	2.3	14.5	6.1	4.4	4.6
DISTRICT	4.5	7.0	1.9	5.4	3.5	8.7	3.5
Average % Grade 10							
COMPARISON*	5.8	7.3	4.2	9.3	4.2	9.6	9.7
TREATMENT	6.3	10.2	2.3	10.0	5.0	6.5	9.7
DISTRICT	5.7	8.9	2.5	7.5	5.0	7.6	5.1
Average % Grade 8							
COMPARISON	6.9	11.3	2.5	9.1	6.2	7.3	4.7
TREATMENT	8.5	15.2	2.3	10.8	8.1	10.6	6.4
DISTRICT	8.4	14.0	2.0	11.7	7.1	9.3	9.1

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 9: Plan to enter an apprenticeship program

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	4.0	5.3	2.9	8.3	4.5	4.2	.8
TREATMENT	1.8	2.3	1.3	1.5	2.3	2.4	0
DISTRICT	4.4	6.1	2.8	7.3	4.4	4.1	1.5
Average % Grade 10							
COMPARISON*	6.1	7.4	4.5	11.8	5.9	3.4	3.9
TREATMENT	3.2	3.8	2.6	9.7	3.9	1.2	.6
DISTRICT	5.2	5.4	4.0	7.5	5.3	4.1	2.9
Average % Grade 8							
COMPARISON	7.0	7.2	7.0	10.3	6.8	8.0	4.9
TREATMENT	5.3	5.4	5.1	8.0	4.8	5.5	3.5
DISTRICT	6.7	6.5	6.9	10.5	5.6	6.7	5.9

QUESTION 10: Plan to go to a trade or business school

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	13.3	12.9	13.7	14.0	11.2	16.0	2.2
TREATMENT	10.9	10.9	10.9	16.1	13.0	9.8	13.2
DISTRICT	11.9	12.1	11.8	14.4	11.4	15.3	7.5
Average % Grade 10							
COMPARISON*	12.6	15.5	9.8	16.0	11.6	13.0	11.8
TREATMENT	12.0	11.7	12.3	15.5	11.1	15.1	14.8
DISTRICT	12.5	13.1	11.8	16.7	11.8	14.1	8.5
Average % Grade 8							
COMPARISON	3.5	3.9	3.1	3.5	3.1	6.0	2.1
TREATMENT	3.9	4.4	3.5	4.7	4.0	4.2	1.7
DISTRICT	3.6	3.9	3.4	4.7	3.3	4.5	2.4

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 11: Plan to complete a junior college program

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	9.8	7.7	11.8	13.7	10.9	9.4	4.4
TREATMENT	7.7	6.1	9.2	15.0	7.3	10.6	2.3
DISTRICT	9.8	8.2	11.6	14.0	9.5	9.2	6.9
Average % Grade 10							
COMPARISON*	12.1	7.6	16.5	14.7	9.4	12.2	8.3
TREATMENT	8.1	5.8	10.3	11.4	9.5	6.8	10.9
DISTRICT	8.7	7.4	12.4	14.4	8.9	9.4	8.8
Average % Grade 8							
COMPARISON	13.4	10.0	16.6	15.2	13.2	11.7	12.5
TREATMENT	12.7	9.3	15.8	12.3	13.4	11.0	15.0
DISTRICT	12.1	10.0	14.1	14.1	11.9	10.9	10.8

QUESTION 12: Plan to go from junior college to 4-year college

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	20.9	20.7	21.0	17.1	21.9	19.7	24.9
TREATMENT	24.4	24.0	24.8	19.6	25.7	31.6	23.5
DISTRICT	24.8	23.8	25.9	23.7	24.8	24.4	27.1
Average % Grade 10							
COMPARISON*	11.6	11.5	11.7	6.6	13.2	15.6	13.7
TREATMENT	10.5	11.3	9.6	10.8	9.2	11.7	11.3
DISTRICT	12.9	11.8	14.0	10.4	13.9	12.8	11.1
Average % Grade 8							
COMPARISON	9.5	9.4	9.7	7.1	10.3	6.7	11.2
TREATMENT	7.0	6.1	8.0	9.1	6.7	8.9	4.3
DISTRICT	8.5	7.7	9.3	6.9	8.8	8.2	10.1

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 13: Plan to go right to a 4-year college

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	28.2	27.8	28.6	25.4	29.9	27.5	41.0
TREATMENT	29.2	26.6	31.8	15.1	24.3	32.3	37.3
DISTRICT	26.3	24.8	27.8	17.2	27.0	24.7	35.8
Average % Grade 10							
COMPARISON*	25.7	26.8	24.7	15.9	31.1	21.6	30.1
TREATMENT	32.9	32.3	33.8	19.8	31.4	34.4	32.1
DISTRICT	28.4	28.7	27.9	18.7	29.8	26.4	37.1
Average % Grade 8							
COMPARISON	27.4	28.3	26.6	21.5	27.4	28.9	33.0
TREATMENT	33.1	32.3	34.0	28.4	34.7	29.5	36.7
DISTRICT	29.5	28.5	30.1	18.3	31.8	30.7	32.2

QUESTION 14: Plan to attend more than 4 years of college

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	10.8	9.2	12.7	12.6	12.5	5.0	11.3
TREATMENT	15.6	16.1	15.0	12.4	15.4	5.2	16.5
DISTRICT	11.9	11.4	12.4	9.1	13.3	6.7	14.2
Average % Grade 10							
COMPARISON*	14.3	11.0	17.7	9.0	15.7	12.4	12.7
TREATMENT	18.4	15.6	21.2	10.0	20.0	14.4	15.4
DISTRICT	15.1	12.7	17.6	10.2	16.1	14.4	18.2
Average % Grade 8							
COMPARISON	20.9	17.9	23.9	11.9	23.0	17.4	24.9
TREATMENT	16.5	14.9	17.9	12.3	15.9	16.2	26.5
DISTRICT	18.1	16.1	20.2	10.9	20.2	15.4	22.6

CAREER PLANNING INVENTORY ANALYSIS

Responses to Questions Related to Career and Educational Plans

QUESTION 15: Students indicating they may not graduate

Average % Grade 12							
	Total	Male	Female	Hispanic	White	Black	Asian
COMPARISON*	6.7	7.3	6.1	4.7	5.2	4.6	9.9
TREATMENT	4.4	5.4	3.5	5.9	3.2	5.1	3.8
DISTRICT	5.8	6.9	4.7	9.8	4.3	7.2	7.4
Average % Grade 10							
COMPARISON*	7.1	8.7	5.4	12.7	4.2	5.3	15.
TREATMENT	5.3	6.2	4.2	9.0	4.8	7.4	5.4
DISTRICT	6.3	7.3	5.2	10.2	4.7	5.6	9.8
Average % Grade 8							
COMPARISON	2.9	3.7	2.0	4.3	2.2	4.3	3.1
TREATMENT	3.1	3.6	2.8	5.1	1.6	1.8	7.2
DISTRICT	3.8	4.5	3.2	10.2	2.1	3.0	4.0